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ABSTRACT

A study was conducted to identify the issues, barriers, and needs related to providing successful secondary level vocational education to secondary school-aged migrant students. Study procedures utilized the Delphi Technique with a 100 percent sample of local vocational and migrant administrators in all southeastern school systems in which migrant students were served through any program. Issues were identified by factoring suggested needs and barriers into conceptual categories. Principal study findings related to three areas: (1) there were few--if any--secondary level vocational programs currently serving migrant students in the region; (2) the major issues, in order of importance, that must be addressed in providing successful vocational education were (a) program design, (b) agency coordination, (c) policy, (d) migrant needs and characteristics, (e) public support, (f) staff development, and (g) funding; and (3) the most important suggested barriers and needs were addressed to the frequent movement of migrant students; the lack of appropriate, short-term curricula; the need for appropriate support, developmental, and instructional services; and the lack of community and parental support. Major conclusions and suggested future actions were focused in four areas: a concerted effort to develop comprehensive educational programs to serve all migrant children; a clear, national, interstate migrant student education policy for serving the target population; an increased effort to develop appropriate planning data about migrant populations; and a concentrated effort to increase program coordination between various LEAs. (Author/JH)

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NEEDS, BARRIERS, AND EVALUATION OF SECONDARY MIGRANT VOCATIONAL EDUCATION: AN ASSESSMENT IN THE SOUTHEASTERN UNITED STATES

Final Technical Report

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January 1979

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Final Report

Project No. 498AH70193
Contract No. G0077C0069

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January 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION

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AUTHORS' ABSTRACT

This study originated in the Part C Research Program of the Bureau of Occupational and Adult Education, U.S. Office of Education, during Fiscal Year 1977. The primary purpose of the study was to identify the issues, barriers, and needs related to providing successful secondary level vocational education to secondary school aged migrant students.

Study procedures utilized the Delphi Technique with a 100% sample of local vocational and migrant administrators in all southeastern school systems in which migrant students were served through any program. Issues were identified by factoring suggested needs and barriers into conceptual categories.

Principal study findings related to three areas:

1) There were few--if any--secondary level vocational programs currently serving migrant students in the Region.

2) The major issues, in order of importance, that must be addressed in providing successful vocational education were (a) program design, (b) agency coordination, (c) policy, (d) migrant needs and characteristics, (e) public support, (f) staff development, and (g) funding.

3) The most important suggested barriers and needs were addressed to the frequent movement of migrant students; the lack of appropriate, short-term curricula; the need for appropriate support, developmental and instructional services; and the lack of community and parental support.

Major conclusions and suggested future actions were focused in four areas:

Consideration #1: There should be a concerted effort to develop comprehensive educational programs to serve all migrant children. Such comprehensive programs should include support services, appropriate curricula and IEP's for each child.

Consideration #2: There should be a clear, national, interstate migrant student education policy for serving the target population. This policy should clarify definitions, eligibility, reporting regulations and agency responsibilities as well as insure interagency cooperation.

Consideration #3: There should be increased effort to develop appropriate planning data about migrant populations. Such data must specify need as well as document the appropriateness of using various techniques for working with migrant students.

Consideration #4: There should be concentrated effort to increase program coordination between various LEA's. This effort must include both the development/use of a coordinated curriculum and improvements in the Migrant Student Record Transfer System.

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PREFACE AND ACKNOWLEDGEMENTS

Specifications for this project originated in the Fiscal Year 1977 Research Program of the Office of Education in the form of the Part C Vocational Education Research Program. The project manager on behalf of the Government was Ms. Velma Brawner, Research Projects Branch, Division of Research and Demonstration, Bureau of Occupational and Adult Education. The authors would like to express special thanks to Ms. Brawner for her patience and support during the course of the project.

The work was performed by Ms. Rose M. Etheridge, Dr. James H. Hughes, Ms. Doris M. Lange, Mr. John R. Poe, Jr. and Mr. Eric Rice in the North Carolina office of System Sciences, Inc.

Grateful acknowledgement is made for the cooperation and suggestions from many educators at local, state and federal levels who provided valuable insights into the practical and theoretical problems posed by the study objectives. Particular thanks go to the State Directors of Vocational Education and the State Directors of Migrant Education in each of the southeastern states. Thanks are accorded also to the three hundred local vocational education and migrant education administrators who participated in the study.

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I. INTRODUCTION

BACKGROUND AND NEED

This project was carried out under the authorization of the Vocational Education Act and was addressed to the priority area of Equal Access and Opportunity to public education. Need for the study resulted from two factors: (1) the paucity of information about (a) barriers to the provision of effective vocational education to migrant secondary students and (b) delivery system needs that must be taken into account in creating programs that successfully provide vocational education to migrant secondary students; and (2) the potential economic and social benefits that could result from effective vocational education of the target population.

The study addressed the question of equal access and opportunity for vocational training for a particular special needs population, many of whom could be characterized as disadvantaged, of limited English speaking ability, and located in rural areas. The focus of the study was school systems in the southern portion of the Eastern Stream, the eight states in the southeastern United States. Of particular concern was the identification of significant issues that must be resolved in order to adequately serve the target population.

Importance of the study was documented in concern voiced in federally funded studies, enrollment figures pertaining to migrants, and a general review of the literature pertaining to the target subject. For example, one federally funded study labeled migrants as "the poorest educated, poorest paid single category of workers in the national economy. Even the ghetto dweller comes out ahead of the migrant in level of education and income."[1/] A state publication added to this general definition by identifying migrant children as "the most educationally, culturally, and socially disadvantaged group in America."[2/]

1/ Schnur, James O. Migrant Education, DHEW, Office of Education, National Center for Educational Communication. Washington, D.C.: U.S. Government Printing Office, 1972. DHEW Publication No. (OE)72-9, p. 1.

2/ On the Seasor. Raleigh, N.C.: N.C. Department of Public Instruction, Division of Compensatory Education, Migrant Education Section, n.d., p. 2.

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Enrollment figures provided some justification for the concern that migrant students were not receiving adequate educational services. Of 230,000 migrant children enrolled in federally funded programs during the 1974-75 school year, only 15,000 were being taught vocationally related (career education and skill training) skills. Moreover, two-thirds of those receiving vocationally related education were elementary students and thus were receiving career education rather than skill training. Therefore, only 5,000 out of 44,000 secondary students were receiving vocational skill training.[3/] Thus, there was doubt concerning whether secondary migrant students had been equipped with the basic tools of success that would enable them to compete within the mainstream of American society.

A review of the literature served to establish need for the study as well as to suggest direction for several of the specific research questions. In particular, the literature dealing with migrant education--and especially migrant vocational education--was revealing because it documented the relative neglect of applied research and program development in behalf of the vocational needs of secondary school age migrant students. Relatively little information had been produced related to secondary school age migrant students; to delivery system needs; to barriers pertaining to the delivery of services for this population; or to exemplary migrant vocational programs. Instead, most of the information about migrants had been concentrated on migrant elementary education, flow and/or individual descriptions and non-empirical suggestions of what ought to be done. Such studies were of value for helping to establish a basic orientation for the study and for identifying some issues; however, the studies provided little directly useful information for later phases of the research project.

The most comprehensive studies identified in the review of the literature were the Exotech Systems, Inc. Evaluation of Impact of ESEA Title I Programs for Migrant Children of Migrant Agricultural Workers,[4/]

3/ Standard Education Almanac. Chicago, Ill.: Marquis Academic Media, 1976, p. 390.

4/ Exotech Systems, Inc. Evaluation of the Impact of ESEA Title I Programs for Migrant Children of Migrant Agricultural Workers. Falls Church, Va., Final Report, 1974.

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the Schnur report on Migrant Education,[5/] and the Research Triangle Institute study on the Needs and Characteristics of Migrant Education.[6/] Each of these studies was national in scope and was intended to develop information about a broad array of topics related to migrant education. However, none of them was concentrated specificially on vocational education at the secondary level or with the problems associated with providing such education within the Eastern Stream. The Exotech Systems' evaluation, for example, dealt with aggregated information on elementary students. The Schnur study dealt with the number and characteristics of migrants, the testing programs for migrants and a description of existing programs. Neither study specifically addressed the issue of occupational skill training for secondary age migrant students. However, Schnur did address a critical issue that must be dealt with in providing comprehensive educational services for secondary age migrant students--migrant needs, specifically self-esteem and interest. His findings suggested that without self-esteem, migrant students tended to remain passive and "present" time-oriented with little regard for continuing their education and developing the necessary occupational skills to change their life cycles. They often rationalized against further education by stating that they were "too stupid." Schnur reported that as few as 5% of the migrants he surveyed reached high school.

A second issue presented in the literature and important to delivery system needs was the question of migrant parent involvement. The literature suggested that while parents were understandably preoccupied with making a living, their involvement was critical for successful programs. For example, one study identified two parental factors that were strongly related to migrant student achievement and educational aspiration. These factors were parental interest in school attendance and parental financial status.[7/] A second study corroborated the importance of parent support to successful

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5/ Schnur, James O., op. cit.

6/ Research Triangle Institute. Research Triangle Park, N.C., 1977.

7/ Marcson, S. Summer Schooling of Migrant Children, Social Structure and Ignorance. New Brunswick, N.J.: Rutgers University, 1964.

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educational programs. Findings suggested that Mexican-American and black migrant parents who were "active" in their view of the world (i.e., believed they could have an impact and worked to do so) sought education for their children as a way of implementing their general aspirations.[8/]

Several state studies also provided background information for the study. For example, the Report of the Illinois Migrant Council suggested that there was a need for vocational education for secondary age migrant students.[9/] In North Carolina, one of the objectives of the State's migrant education program was "to provide vocational and pre-vocational instruction to migratory youth"; yet in the North Carolina literature as in the literature from Illinois and other states, neither the specifics of delivery system barriers and needs nor the related issues to providing such services had been developed. Indeed, too often the general issue of vocational education for migrant students had been given a lesser priority.[10/]

State plans for migrant education reflected an emphasis on elementary, non-vocational training rather than vocational skill training. The goals and objectives of tne California state plan for the education of migrant students listed below provided an example:

1) To develop skills in reading, writing and listening in English and their dominant language
2) To gain a general education
3) To develop a desire for learning now and in the future
4) To develop a good self-image and feeling of worth

8/ Shannon, L. W. "The Study of Migrants as Members of Social Systems," reprint from Proceedings of the Annual Spring Meeting of the American Ethnological Society. Seattle, Washington: University of Washington Press, 1968.

9/ Illinois Migrant Council. Program Year 1971-1972. Chicago, 1972.

10/ Migrant Education State Evaluation Report. Raleigh, N.C.: Migrant Education Section of N.C., 1970 and 1975.

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5) To develop skills to enter specific fields of work, be prepared for better jobs and gain information needed to make job selections

6) To learn to respect and get along with people who think, dress and act differently

7) To learn to respect and get along with people with whom they work and live

8) To develop an awareness of civic rights and responsibilities

9) To learn how to examine and use information

10) To learn to be good managers of money, property, resources and to deal with their economic future. 11/

The California plan for migrant students encouraged development of basic educational skills with a substantial emphasis on career education. However, with the possible exception of Goal #5, none of the goals addressed the need for vocational skill training.

Thus, this study was important because it would provide preliminary, basic information on the provision of vocational education to secondary school age migrant students.

RESEARCH OBJECTIVES

Given the need, importance, and purposes of the study, the following set of research objectives was developed to focus project activity. The specific research objectives were:

1) Produce a major data/knowledge base about vocational education for secondary age migrant students, concentrating on vocationally related needs and barriers with emphasis on the Eastern Stream;

2) Delineate and prioritize major issues which require resolution for this population;

3) Identify illustrative, innovative and/or successful procedures, techniques and practices for serving the target population;

4) Identify, describe, and evaluate the characteristics of state vocational educational delivery systems for the target population;

11/ Elementary and Secondary Education Amendments of 1973. Committee on Education and Labor, House of Representatives, 93rd Cong., 1st Sess. Washington, D.C.: U.S. Government Printing Office, 1973, p. 866.

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5) Examine the North Carolina program in particular in order to point out strengths and weaknesses and to provide an overall system to provide services to the target population; and

6) Generate recommendations concerning how vocational education can be made more effective for the target population.

EXPECTED BENEFITS

Accomplishing the research objectives resulted in several project-related benefits. First, the findings suggested the issues, needs, and barriers that must be addressed in order to provide comprehensive, effective vocational education to secondary school age migrant students. As such, this information represented an initial data/knowledge base addressed to the subject both in terms of program development and in terms of vocational educational literature. Further, the information was directly usable since it centered on the questions of policy, planning and programming. Second, the project verified the use of a particular information collection methodology that has applicability to other regional and national issues. Lastly, the project will help bring local, regional and national attention to the issue of providing vocational education to the target population through the dissemination of project results.

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II. METHODOLOGY

OVERVIEW

The study addressed the problem of identifying barriers and needs related to the provision of effective vocational education for secondary school age migrant adolescents by accepting the following assumptions:

1) A general data and knowledge base on perceived barriers and needs for the provision of services would be critical to and useful for developing policy and programs for the target population;

2) The barriers must be reduced and the needs must be met in order to provide equal access to vocational education for the target population;

3) The perceptions of local migrant education administrators and the perceptions of local vocational education administrators in each of the southeastern school systems in which migrant children are served through any educational program, would be the most useful and reliable information for addressing the problem;

4) The general issues that frame the problem of providing vocational education to adolescent migrant children would be revealed in the course of collecting information on barriers and needs;

5) The actual and suggested techniques, supplied by local educators, would be the most useful source of information on effective (innovative) ways to serve the target population, given the lack of vocational programs serving secondary school aged migrants in the southeast.

The Delphi Technique was used as the method for identifying barriers and assessing needs. In addition, with the last iteration of this technique, administrators were asked to suggest techniques useful for addressing the five most critical barriers. Lastly, the needs and barriers were factor analyzed conceptually into several categories which constituted the major issues identified by the study.

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This information was prepared for presentation as regional data. In addition, a separate, brief report on the data for North Carolina was prepared and is included as Appendix B of this report. Regional information was presented at a Regional Dissemination Conference, the results of which are included as Appendix A of this final report.

SURVEY

The Delphi Technique as developed by Delbecq, Van de Ven and Gustafson was utilized with local administrators to identify barriers and assess needs.[12/] The Delphi procedure is a group communications process which facilitates interaction among individuals who cannot physically meet in the same place at the same time. As importantly, the technique has several benefits that made it particularly advantageous for purposes of this study. These advantages included:

1) It accentuated the development of a wide range of alternatives;

2) It was cost-effective;

3) It permitted people to remain anonymous and prevented domination by any responding individuals;

4) It facilitated collection of information, expressed in the respondent's own terms, from a variety of settings, levels of responsibilities and roles;

5) It was useful in formulating a consensus among the respondent group on the problem under consideration; and

6) It served to inform the respondent group about aspects of the topic as seen by others involved in the study.

In the administration of the Delphi, an initial open-ended questionnaire is sent to a group of respondents; the respondents are asked to generate ideas and comments about the particular issue under consideration. For this study, the respondent group included a 100% sample of the local

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12/ Delbecq, A. L., A. H. Van de Ven and D. H. Gustafson. Group Techniques for Program Planning: A Guide to Nominal Group and Delphi Procedures. Glenview, Illinois: Scott, Foresman and Co., 1975, pp. 83-107.

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vocational administrators and local Title I migrant coordinators in all the southeastern school systems in which migrant students were served by public, K-12 education programs. In order to increase participation, a member of each State Education Agency's Division of Vocational Education and/or Occupational Research Unit and each State Agency's Migrant Program was asked to assist the study by approving materials and requesting that local administrators respond to the survey.

In the first round of the Delphi procedure, each of the respondents received a questionnaire packet which included an introductory letter, a project abstract, background information on the contractor, and instructions for completing the first questionnaire. The Delphi statement was as follows:

> Given the goal of providing vocational education to migrant students, please list the needs which have to be met and the barriers you feel must be overcome if such programs are to be (a) initiated and (b) effective.

Respondents were asked to return the survey within four weeks. Responses were reviewed and analyzed according to the procedures proposed by Delbecq, et al. A summary list of all items was developed and distributed to each of three project staff members. Each member sorted all responses into a number of categories. Items within each category were viewed to have been similar by the staff member who performed that compilation. In addition, each staff member labeled each category of responses. Finally, staff jointly reached consensus on the items within each independently created category and constructed a single satisfactory label for each category. This label was restated as a complete sentence that expressed the definition of the category and used the respondents' language, where possible. These statements formed the basis of the second survey.

The second survey was mailed to each potential respondent with the request that the respondent (1) either agree or disagree with each needs and barriers statement; (2) add comments, clarifications, or other statements on any statement; and (3) rank the five most important needs statements and the five most important barrier statements, according to their perspective.

The respondents were asked to respond over a period of several weeks. A follow-up postcard was mailed two weeks after distribution of the questionnaire in order to encourage respondents to return their questionnaire. After a number of weeks of receiving the responses, the voting--both agree/disagree and ranking--was tabulated. In addition, the comments, clarification and additional items were compiled and factored into the descriptive materials and items that constituted the questionnaire for the third iteration of the procedure.

The third questionnaire was mailed to respondents, together with a summary analysis of the second questionnaire. The summary analysis included responses to each statement including (1) percentage of panel members agreeing with the statement; (2) percentage of panel members disagreeing with the statement, (3) the number of panel members who voted for the statement in round two; (4) the vote count for each statement; (5) total vote for each statement; (6) ranking of each statement; and (7) a summary of comments that panel group members made about each statement.

On the third questionnaire, respondents were asked to review the set of needs statements and the set of barriers statements and cast their final votes for the items they considered to be the most important as well as an indication of their agreement or disagreement with each statement. Priority voting was done for the top five needs statements and the top ten barrier statements. In addition, respondents were asked to suggest feasible strategies, useful for overcoming each of the ranked barriers. Responses were to be received within one month from the mail-out date; again, a post-card reminder was used to encourage response.

A copy of all instruments are included as Appendix C of this report.

DATA ANALYSIS

The data analysis techniques used for the study were descriptive. Frequency and percentage data were compiled for all items and questions. The scoring utilized the standardized Delphi procedures; results were tabulated and presented in summary tables. Comparisons utilized ranks and percentages.

The question of identifying issues required a conceptual factor analysis of responses pertaining to needs and barriers. This procedure was conducted by project staff with expertise in vocational education, the needs of migrants, and educational planning. It resulted in the identification of critical issues that must be addressed in creating effective policy, planning, and programming for migrant students.

QUESTIONS

A series of research questions was formulated to focus research and data analysis. The questions were created in keeping with the major objectives of the study and included the following:

1) What do local educational administrators--both vocational and migrant--perceive as the barriers inhibiting provision of effective vocational education to migrant students?

2) What do local educational administrators--both vocational and migrant--perceive as the needs that must be met in order to effectively meet the vocational education needs of migrant students?

3) How do the perceptions of local vocational and migrant educational administrators differ on the questions of needs and barriers?

4) How do the needs and barriers within each state compare to the needs and barriers of the Region?

5) What are the principal issues that must be addressed in providing effective policy, planning, and programming for the vocational education of migrant students?

6) What kinds of strategies are/can be useful in overcoming the suggested barriers to the provision of services?

7) What are the implications of the findings for policy, programming, and future research?

Findings pertaining to these research questions are included in Chapter III, Results and Findings.

SAMPLING DESIGN

Initial study methodology called for use of a 50% random sample of vocational administrators from those school systems in which migrant students were served in vocational education programs. However, as the research

project developed, it was discovered that a variety of factors including recent changes in the migrant program regulations had resulted in a situation in which there were few, if any, secondary school age migrant students being served in regular vocational skill training programs in the region. This meant that it was impossible to evaluate any programs; more importantly, it meant that the study methodology had to be expanded in order to adequately address the questions of barriers and needs related to the creation of such programs. Project staff resolved to overcome the problem of a lack of programs by expanding the Delphi technique in several ways. First, the technique was expanded to three iterations in order to collect more useful and reliable data. Second, the sample was expanded from a 50% random sample of vocational administrators to a 100% sample of local vocational education administrators and Title I migrant directors for each of the southeastern school systems in which migrant students were served in any program. These procedures resulted in a total sample of approximately 325 potential respondents across all eight southeastern states. State education agency personnel from each state for both vocational and migrant education assisted project staff in identifying the local directors for inclusion in the study.

The number of possible respondents varied significantly across the eight states from as few as 12 respondents in one state to as many as 80 respondents in another. Regional data were compiled assuming that each response was equal; however, state-to-state analysis of the data was performed to check on reliability.

III. RESULTS AND FINDINGS

RESPONSE RATE

The Delphi technique utilized a 100% sample of local vocational education and migrant administrators in each southeastern school system in which migrant students were served through some educational program. The response rate ranged from 40% to 50% of the 325 potential respondents for each of the three iterations of the procedure, with the final iteration receiving the lowest return rate and the second iteration receiving the highest return rate. The response rates obtained were judged to have been sufficient, given the size of the sample.

QUESTIONNAIRE ONE

Administration of the first questionnaire resulted in a list of 139 needs statements and 118 barriers statements from the respondents. Project staff consolidated the barrier statements into 23 major categories; 28 barrier statements were generated to express the meaning of the items in the 23 categories.

The 139 needs statements were compiled into 23 categories. From these 23 categories, 31 needs statements were generated in order to express the meaning of each category.

Tables 1 and 2 present the categories and frequency of responses for each identified need and barrier category. As noted in the tables, student interest and motivation was the most frequently suggested category of barrier inhibiting the provision of effective vocational education for migrant students. Other frequently cited barriers included federal/state/local educational policy; limited curriculum; a lack of continuity in training; and a lack of vocational education staff.

In-service training to help educators better deal with the target population was the need listed most frequently by respondents. Development of a system to insure continuity of migrant student records and curriculum was the second most frequently cited need. The next two most frequently cited needs involved curriculum; one focused on the need for more skill training and course

Table 1

BARRIER STATEMENTS: CATEGORIES AND FREQUENCY OF RESPONSES TO DELPHI QUESTIONNAIRE I

Category	Frequency of Responses
Employer Cooperation	2
Small and Scattered Migrant Population	7
Lack of Parental Involvement	3
Cultural Differences and Misunderstandings	6
Staff Attitudes	4
Language	6
Lack Appropriate In-Service Opportunities	3
Lack of Vocational Education Staff	9
Limited Curriculum	10
Certification of Students	4
Transportation	3
Funding	8
Lack of Materials	2
Appropriate In-Take Procedures	2
Space and Facilities	3
Lack of Information Transfer Records System	3
Student Interest and Motivation	11
Federal/State/Local Policy	10
Scheduling	3
Nomadic Life Style	6
Student Attendance	3
Lack of Continuity of Training	9
Lack of Staff Coordination	1

Table 2

NEEDS STATEMENTS: CATEGORIES AND FREQUENCY OF RESPONSES TO DELPHI QUESTIONNAIRE I

Category	Frequency of Responses
Curriculum Continuity	5
Identification of Students	5
Parental Involvement	5
Language Difficulties	7
Transportation	3
Facilities	8
Career Counseling	5
Survival and Life Skills	4
Self-Concept	3
Curriculum: Development and Remedial Skills	10
Curriculum: Skill Training and Content	12
Responsive Curriculum (Standards to Fit Needs and Flexible Entrance Requirements)	6
Eligibility Requirements	6
Employer Cooperation	3
Special Programs or Services	7
O.E. Rules and Regulations	4
In-Service Training	17
Attitude of Students and Teachers	1
Scheduling	2
Individual Instruction	4
Continuity of Records and Curriculum	15
Knowledge of Job Cycle	3
Equipment	4

content, including on-the-job training and career awareness programs; the other need concerned development of programs to upgrade remedial skills in math, reading and writing.

QUESTIONNAIRE TWO

On questionnaire two, respondents were asked to agree or disagree with each barrier statement; to rank the five most important barrier statements and the five most important needs statements; and to offer comments, clarifications and other items. Since the item ranking and agree/disagree exercises were of greatest use for creating the third questionnaire and for encouraging consensus, the results were included with the presentation of the results from the third questionnaire rather than as a separate set of findings.

QUESTIONNAIRE THREE

The listing, ranking and consideration of procedures utilized in the first two questionnaires were preliminary steps toward establishing a consensus among respondents concerning suggested needs and barriers. A fairly high degree of consensus was achieved with the third questionnaire. The findings as derived from this iteration were the major date produced by the study.

FINDINGS

Analyses of findings derived from the third questionnaire were focused on the research questions. Of particular concern were the identification of the most critical barriers and most important needs, analysis of these items by role of the respondent, analysis of these items by geographic area, and identification of the most critical issues pertaining to the question of vocational education for secondary school age migrant students. Research objective number four, analysis of the delivery systems, could not be addressed due to the lack of programs. The other findings have been presented according to the research question that was used to focus the inquiry. Discussion, conclusions, and consideration of future actions based on the implications related to the findings are presented in Chapter IV of this report.

Research Question 1

What do local administrators--both vocational and migrant--perceive as the barriers inhibiting provision of effective vocational education to migrant students?

A total of 28 categorical barriers were suggested by local administrators as critical inhibitors of the provision of effective vocational education to migrant students. These barriers are presented in Table 3, Administrators' Perceptions of the Validity of Suggested Barriers. The information display in this table was collected during the second iteration of the questionniare. It demonstrates that the majority of suggested barriers were considered to have been valid by a majority of respondents, regardless of how critical the respondent considered the specific barrier to have been. Approximately two-thirds of the suggested barriers were judged to have been valid by over 70% of the respondents. Only the issues of (1) prejudice and/or hostile feelings causing educators to oppose programs and (2) the lack of materials preventing successful program operations were of questionable validity according to the responses of approximately half of the respondents. Several items such as the lack of consistency and continuity among programs, the difficulties encountered in trying to coordinate programs, and the difficulties of involving parents in the program were perceived as valid barriers by approximately 90% of the respondents.

The comparative importance of the various barriers is depicted in Table 4, Relative Importance of Perceived Barriers. These data, collected with the third questionnaire, indicated the respondents' ranking of the five most critical barriers. As noted in the table, the ranked barriers ranged in substance from barriers associated with being a migrant to interagency coordination problems to difficulties resulting from funding and policy. Four barriers were judged to have been extremely critical impediments to the effective provision of services; over 60% of the respondents indicated that they considered these barriers to be the most critical. Two additional barriers were perceived to have been very critical by over a third of the respondents.

The top ranking barrier was the constant movement by students from one LEA to another. Three other barriers among the top six, irregular school attendance, the lack of short-term programs with transferrable credit, and a lack of consistency and continuity in training due to frequent movement also reflected the migrants' nomadic lifestyle and work schedule. The other two high-ranking barriers were concerned with the difficulty of involving parents

Table 3

ADMINISTRATORS' PERCEPTIONS OF THE VALIDITY OF SUGGESTED BARRIERS

Barriers Statement	AGREEMENT/DISAGREEMENT BY PERCENTAGE					
	Combined		Vocational Administrators		Migrant Directors	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
Constant movement of students from one LEA to another is a barrier.	86	14	84	16	88	12
Irregular school attendance, often attributed to employers' needs, is a handicap to worthwhile participation in a vocational program.	82	18	78	12	85	15
It is difficult to include parents in the educational program of the student due to items such as the lack of parental support and/or lack of parental understanding of the educational program.	89	11	89	11	89	11
Many vocational programs are not designed to be short-term; therefore, due to high mobility the migrant student receives little or no transferrable credit for the work completed.	88	12	87	13	88	12
Migrant students often lack the interest and motivation required to acquire basic vocational skills.	65	35	70	30	61	39
A lack of consistency and continuity in vocational training exists when students move frequently.	94	6	91	9	95	5
Students who qualify as "migrant" are scattered--one here, one there--usually too few to set up any kind of specific program.	71	29	75	25	68	32
There is extreme difficulty in trying to coordinate programs between school systems, states and varying job markets in diverse geographical settings.	94	6	95	5	93	7
Inadequate facilities (sites/space) are a barrier to operating a successful vocational program for migrant students.	62	38	61	39	63	37
Cultural and socio-economic differences and misunderstandings lead to indifferences, poor community attitudes toward education programs and a lack of concern for the future.	84	16	86	14	81	19
Sufficient funding is not available to equip and/or operate a proper vocational program, particularly one providing both career and vocational education.	78	22	78	22	79	21
Lack of trained personnel who might develop appropriate vocational curriculum for migrants is a barrier.	71	29	67	33	73	22
Prejudice and/or hostile feelings often cause educators to oppose programs for secondary migrant students.	49	51	50	50	49	51
Many secondary vocational programs are not designed with the flexibility to provide both vocational skills and life skills.	79	21	72	28	85	15

Table 3 (Continued)

Barriers Statement	AGREEMENT/DISAGREEMENT BY PERCENTAGE					
	Combined		Vocational Administrators		Migrant Directors	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
Lack of transportation to and from the training facility often prevents secondary migrant students from enrolling in a voc. program.	69	31	58	42	76	24
Scheduling difficulties, such as the inability to provide evening programs, are created by the distance between vocational facilities and migrant camps.	75	25	61	39	84	16
It is difficult to coordinate the efforts of staff from different areas on a joint objective like migrant vocational education.	77	23	79	21	75	25
Most migrant students have limited pre-vocational and/or career exploration experience.	93	7	97	3	86	14
Finding employers to cooperate in on-the-job training programs and/or willing to offer permanent employment to migrant students is difficult.	77	23	74	26	79	21
The time requirement for transferring student records from school to school restricts effective planning for these students.	63	37	75	25	56	44
Policy problems prevent development of clear guidelines of responsibilities at LEA, county, region and state levels.	58	42	63	37	55	45
There is a communication problem when many students speak English as a second language while program staff does not have complementary second language capabilities.	73	27	76	24	69	31
Lack of materials prevents successful program operation.	53	47	57	43	49	51
Program intake procedures, such as screening tests which involve reading, create enrollment difficulties for migrant students.	61	39	67	33	56	44
Lack of equipment is a barrier to providing successful programs.	59	41	52	48	63	37
Lack of multilingual staff is a barrier to providing effective programs.	59	41	65	35	56	44
Local programs lack proper in-service opportunities.	61	39	62	38	59	41
Restrictive eligibility requirements are a barrier to providing successful programs.	58	42	61	39	56	44

Table 4

RELATIVE IMPORTANCE OF PERCEIVED BARRIERS

Barriers Statement	Voting For[1]	Vote Count[2]	Total Vote[3]	Percentage[4]	Rank
Constant movement of students from one LEA to another is a barrier.	79	317	25,043	72	1
Irregular school attendance, often attributed to employers' needs, is a handicap to worthwhile participation in a vocational program.	69	242	16,698	63	2
It is difficult to include parents in the educational program of the student due to items such as the lack of parental support and/or lack of parental understanding of the educational program.	67	228	15,276	61	3
Many vocational programs are not designed to be short-term; therefore, due to high mobility the migrant student receives little or no transferrable credit for the work completed.	66	197	13,002	60	4
Migrant students often lack the interest and motivation required to acquire basic vocational skills.	44	99	4,356	40	5
A lack of consistency and continuity in vocational training exists when students move frequently.	38	114	4,332	35	6
Students who qualify as "migrant" are scattered--one here, one there--usually too few to set up any kind of specific program.	28	80	2,240	25	7
There is extreme difficulty in trying to coordinate programs between school systems, states and varying job markets in diverse geographical settings.	20	62	1,240	19	8
Inadequate facilities (sites/space) are a barrier to operating a successful vocational program for migrant students.	16	40	640	15	9
Cultural and socio-economic differences and misunderstandings lead to indifferences, poor community attitudes toward educational programs and a lack of concern for the future.	17	36	612	15	10
Sufficient funding is not available to equip and/or operate a proper vocational program, particularly one providing both career and vocational education.	13	39	507	12	11
Lack of trained personnel who might develop appropriate vocational curriculum for migrants is a barrier.	12	31	372	11	12
Prejudice and/or hostile feelings often cause educators to oppose programs for secondary migrant students.	11	26	286	10	13
Many secondary vocational programs are not designed with the flexibility to provide both vocational skills and life skills.	11	19	209	10	14
Lack of transportation to and from the training facility often prevents secondary migrant students from enrolling in a vocational program.	9	23	207	8	15
Scheduling difficulties, such as the inability provide evening programs, are created by the distance between vocational facilities and migrant camps.	8	23	184	7	16

[1] [2] [3] [4] See explanation at end of table.

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Table 4 (Continued)

Barriers Statement	Voting For[1]	Vote Count[2]	Total Vote[3]	Percentage-[4]	Rank
It is difficult to coordinate the efforts of staff from different areas on a joint objective like migrant vocational education.	8	22	176	7	17
Most migrant students have limited pre-vocational and/or career exploration experience.	9	17	153	8	18
Finding employers to cooperate in on-the-job training programs and/or willing to offer permanent employment to migrant students is difficult.	8	17	136	7	19
The time requirement for transferring student records from school to school restricts effective planning for these students.	5	14	70	4	20
Policy problems prevent development of clear guidelines of responsibilities at LEA, county, region and state levels.	5	13	65	4	21
There is a communication problem when many students speak English as a second language while program staff does not have complementary second language capabilities.	4	9	36	3	22
Lack of materials prevents successful program operation.	3	10	30	2	23
Program intake procedures, such as screening tests which involve reading, create enrollment difficulties for migrant students.	4	6	24	3	24
Lack of equipment is a barrier to providing successful programs.	3	7	21	2	25
Lack of multilingual staff is a barrier to providing effective programs.	4	4	16	3	26
Local programs lack proper in-service opportunities.	2	2	4	1	27
Restrictive eligibility requirements are a barrier to providing successful programs.	1	1	1	1	28

[1] The number voting for indicates the number of panel respondents who voted for the statement as one of five most critical barriers.

[2] The vote count for each statement was derived by adding the priority rankings assigned to a statement by each respondent. For example, if five respondents voted for Statement #1, the priority ranks each had assigned to that statement were 5, 5, 5, 3, 2, then the vote count would be 20.

[3] The total count was obtained by multiplying the number voting for times the vote count for the statement. Using our previous example, if five people voted for the statement and the vote count was 20, the total vote would be 100. The scoring and ranking procedure takes into account the number of individuals voting for a statement and the priority rank assigned to a statement by panel members. The product of these two factors provides a basis for comparative ranking of the statements.

[4] The percentage of respondents who included this item in their list of the five most critical barriers.

in the educational program and the lack of migrant student interest and motivation. It was interesting to note that the lowest ranking barriers were those associated directly with funding matters.

Research Question 2

What do local educational administrators--both vocational and migrant--perceive as the needs that must be met in order to effectively meet the vocational education needs of migrant students?

A total of thirty-one (31) needs were suggested by local administrators as important requirements that must be taken into consideration in planning and implementing delivery systems to provide vocational education for the target population. These needs were presented in Table 5, Administrators' Perceptions of the Validity of Suggested Needs. The information displayed in this table was collected during the second iteration of the questionnaire. It demonstrated that all but two suggested needs were considered to be a valid need by over seventy-five percent of the respondents. Two needs, (1) the need for developmental and remedial classes in math, reading and writing to supplement instruction and prepare students for vocational education and (2) the need for appropriate guidance and counseling services were viewed as needs by over ninety-five of all respondents. Five other needs were judged to have been needs by over ninety percent of the respondents. Only the suggested needs of more vocational facilities (sites) and the recognition of crew leaders as surrogate guardians were perceived to have been needs by less than 75% of the respondents.

The comparative importance of the various needs is depicted in Table 6, Relative Importance of Perceived Needs. These data, collected with the third questionnaire, reflected the respondents ranking of the five more important needs. As noted in the table, the ranked needs ranged in substance from needs associated with support services to needs associated with coordination to needs associated with policy and language. Five needs were considered to have been very critical with two of those five needs having been judged as being slightly more important that the other three. The most important single delivery system need was the need for appropriate guidance and counseling services to assist students in career awareness and planning. Over eighty-five percent of the

Table 5

ADMINISTRATORS' PERCEPTIONS OF THE VALIDITY OF SUGGESTED NEEDS

Needs Statement	AGREEMENT/DISAGREEMENT BY PERCENTAGE					
	Combined		Vocational Administrators		Migrant Directors	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
Appropriate guidance and counseling services are needed to assist students in career awareness and planning.	96	4	98	2	95	5
Developmental and remedial classes in basic math, reading and writing skills are needed to prepare migrant students to perform better in vocational education programs.	97	3	99	1	96	4
Teachers need specific techniques that assist migrant students in attaining a better self-image and having control over their own lives.	94	6	93	7	94	6
A uniform and comprehensive curriculum, designed to provide continuity in vocational instruction for migrant students, needs to be developed for inter- and intrastate use.	88	12	86	14	89	11
Curriculum for migrant students needs to be tailored to meet the individual learning needs of each student.	94	6	91	9	95	5
There is a need for increased parent involvement/cooperation in the educational program for secondary migrant students.	87	13	89	11	85	15
Migrant students should be trained in vocations that have openings for graduates, including vocational opportunities created by changing agricultural technology.	93	7	96	4	91	9
Additional curriculum and vocational-type training designed to assist secondary age migrant students in developing life and/or survival skills are needed.	88	12	85	15	90	10
A wider scope of vocational education including on-the-job training is needed in order to upgrade migrant students' skills to job-entry level.	91	9	89	11	92	8
Instructional materials that do not require high level math/reading/verbal skills, such as audio-visual training aids, are needed for migrant vocational programs.	92	8	91	9	93	7
A curriculum, designed around short-range vocational goals, geared to migrant life experience and based on flexible non-reading related entrance requirements, is needed.	82	18	82	18	83	17
Program accounting and planning paperwork requirements need to be reduced; e.g., semi-annual performance and financial reports, local project applications and amendments.	83	17	87	13	82	18
Additional up-to-date equipment, tools, and materials are required in order to provide vocational programs during the regular and extended day to migrant students.	79	21	77	23	81	19

Table 5 (Continued)

Needs Statement	AGREEMENT/DISAGREEMENT BY PERCENTAGE					
	Combined		Vocational Administrators		Migrant Directors	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
More flexible scheduling, such as minimum two-hour instructional block and "after hours" scheduling of vocational classes is needed.	79	21	74	26	82	18
Transportation for migrant students to and from the training site is needed.	80	20	69	31	87	13
A uniform system, supplementing the MSRTS, which will furnish the most recent information on individual migrant students' vocational performance and achievement, particularly credits, is needed.	84	16	89	11	80	20
Non-local funding of migrant education programs is needed.	89	11	92	8	87	13
In-service training for vocational instructors, such as knowledge of Spanish for effective communication and invididualized instruction tecnniques, is needed in order for instructors to meet the special needs of migrant students.	75	25	69	31	80	20
Special educational programs are needed to deal with the varied and unpredictable work and life schedules of migrants.	80	20	76	24	82	18
An attitude change is needed, such as better acceptance of migrant students by other students and teachers.	79	21	74	26	82	18
Present vocational education programs need to be expanded to include training the non-English speaking migrant to be fluent in everyday English conversation.	81	19	79	21	83	17
For planning purposes, educators need to become aware of the distance and time required for migrant students to complete their annual job cycle.	92	8	95	5	91	9
In order to facilitate the eligibility certification process, school officials should be authorized to certify eligibility of migrant children.	82	18	85	15	79	21
Special personnel, e.g., bilingual and special education teachers, vocational coordinators and tutors, are necessary for successfully meeting migrant students' needs.	80	20	74	26	84	16
Alternative procedures need to be developed that enable vocational educators to identify and contact migrant youth, especially those over the compulsory age.	84	16	91	9	80	20
More vocational facilities (sites) are needed to serve migrant students.	54	46	47	53	60	40
More cooperation is needed from employers in providing jobs for migrants who graduate from vocational programs.	85	15	79	21	90	10
Crew leaders should be recognized as surrogate guardians of school-age youth.	66	34	64	36	67	33
Uniform definitions of a migrant student and service eligibility criteria are needed.	78	22	80	20	77	23
Bilingual and non-English materials must be provided for some students to overcome language barriers.	79	21	73	27	83	17
In-service training for bilingual education staff in vocational education concepts and objectives is needed.	80	20	75	25	85	15

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Table 6

RELATIVE IMPORTANCE OF PERCEIVED NEEDS

Needs Statement	Voting For[1]	Vote Count[2]	Total Vote[3]	Percentage[4]	Rank
Appropriate guidance and counseling services are needed to assist students in career awareness and planning.	97	378	36,666	88	1
Developmental and remedial classes in basic math, reading and writing skills are needed to prepare migrant students to perform better in vocational education programs.	87	342	29,754	79	2
Teachers need specific techniques that assist migrant students in attaining a better self-image and having control over their own lives.	68	198	13,464	62	3
A uniform and comprehensive curriculum, designed to provide continuity in vocational instruction for migrant students, needs to be developed for inter- and intrastate use.	61	207	12,627	55	4
Curriculum for migrant students needs to be tailored to meet the individual learning needs of each student.	57	175	9,975	52	5
There is a need for increased parent involvement/cooperation in the educational program for secondary migrant students.	35	68	2,380	32	6
Migrant students should be trained in vocations that have openings for graduates, including vocational opportunities created by changing agricultural technology.	30	70	2,100	27	7
Additional curriculum and vocational-type training designed to assist secondary age migrant students in developing life and/or survival skills are needed.	24	66	1,584	22	8
A wider scope of vocational education including on-the-job training is needed in order to upgrade migrant students' skills to job-entry level.	16	43	688	15	9
Instructional materials that do not require high level math/reading/verbal skills, such as audio-visual training aids, are needed for migrant vocational programs.	14	36	504	13	10
A curriculum, designed around short-range vocational goals, geared to migrant life experience and based on flexible non-reading related entrance requirements, is needed.	13	28	364	12	11
Program accounting and planning paperwork requirements need to be reduced; e.g., semi-annual performance and financial reports, local project applications and amendments.	12	29	348	11	12
Additional up-to-date equipment, tools, and materials are required in order to provide vocational programs during the regular & extended day to migrant students.	11	25	275	10	13
More flexible scheduling, such as minimum two-hour instructional block and "after hours" scheduling of vocational classes is needed.	8	23	184	7	14
Transportation for migrant students to & from the training site is needed.	9	16	144	8	15

1 2 3 4 See explanation at end of table.

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Table 6 (Continued)

Needs Statement	Voting For[1]	Vote Count[2]	Total Vote[3]	Percentage[4]	Rank
A uniform system, supplementing the MSRTS, which will furnish the most recent information on individual migrant student's vocational performance and achievement, particularly credits, is needed.	8	14	112	7	16
Non-local funding of migrant education programs is needed.	7	14	98	6	17
In-service training for vocational instructors, such as knowledge of Spanish for effective communication and individualized instruction techniques, is needed in order for instructors to meet the special needs of migrant students.	7	13	91	6	18
Special educational programs are needed to deal with the varied and unpredictable work and life schedules of migrants.	6	11	66	5	19
An attitude change is needed, such as better acceptance of migrant students by other students and teachers.	5	13	65	4	20
Present vocational education programs need to be expanded to include training the non-English speaking migrant to be fluent in everyday English conversation.	4	9	36	3	21
For planning purposes, educators need to become aware of the distance and time required for migrant students to complete their annual job cycle.	5	7	35	4	22
In order to facilitate the eligibility certification process, school officials should be authorized to certify eligibility of migrant children.	4	7	28	3	23
Special personnel, e.g., bilingual and special education teachers, vocational coordinators and tutors, are necessary for successfully meeting migrant students' needs.	4	7	24	3	24
Alternative procedures need to be developed that enable vocational educators to identify & contact migrant youth, especially those over the compulsory age.	3	7	21	2	25
More vocational facilities (sites) are needed to serve migrant students.	3	5	15	2	26
More cooperation is needed from employers in providing jobs for migrants who graduate from vocational programs.	2	5	10	1	27
Crew leaders should be recognized as surrogate guardians of school-age youth.	2	4	8	1	28
Uniform definitions of a migrant student and service eligibility criteria are needed.	1	2	2	1	29
Bilingual and non-English materials must be provided for some students to overcome language barriers.	1	1	1	1	30
In-service training for bilingual education staff in vocational education concepts and objectives is needed.	0	0	0	0	31

[1] The number voting for indicates the number of panel respondents who voted for the statement as one of the five most important needs.

Table 6 (Continued)

[2] The vote count for each statement was derived by adding the priority rankings assigned to a statement by each respondent. For example, if five respondents voted for Statement #1, the priority ranks each had assigned to that statement were 5, 5, 5, 3, 2, then the vote count would be 20.

[3] Tne total count was obtained by multiplying the number voting for times the vote count for the statement. Using our previous example, if five people voted for the statement and the vote count was 20, the total vote would be 100. The scoring and ranking procedure takes into account the number of individuals voting for a statement and the priority rank assigned to a statement by panel members. The product of these two factors provides a basis for comparative ranking of the statements.

[4] The percentage of respondents who included this item in their list of the five most critical needs.

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respondents listed this item as one of the five most important needs. The other extremely important need was the creation of developmental and remedial classes in basic math, reading and writing skills in order to improve performance in vocational training.

The three other needs that were rated as very important and were included among the five most critical needs by over fifty percent of the respondents were: (1) the need of teachers for specific techniques for teachers to use in assisting migrant students to gain a better self-image and to exercise control over their own lives; (2) a need for a uniform and comprehensive curriculum, designed to provide continuity in vocational instruction for migrant students, for inter- and intrastate use; and (3) the need for a curriculum that is tailored to the individual learning needs of each student.

In large measure, the ranking of needs bore out the initial solicitation of needs statements in questionnaire one. The need for continuity in records and curriculum, the need for teacher in-service education and the need for developmental and remedial skills were the most important categories of needs noted earlier. However, the most important need, the need for appropriate guidance and counseling services, was not mentioned as frequently during earlier phases of research activity.

The ranking by priority of delivery system needs included several additional notable findings. Of partciular note was the comparative unimportance of providing bilingual training and materials for either migrants or teachers in the southern portion of the Eastern Stream. Few respondents considered these items to be among the most critical five items, although many respondents agreed that the items should be part of a successful comprehensive program.

Research Question 3

How do the perceptions of local vocational and migrant educational administrators differ on the questions of needs and barriers?

There was a high degree of unanimity between the rankings of vocational administrators and combined rankings of all respondents, between the rankings of migrant directors and the combined rankings of all respondents, and between the rankings of vocational administrators and migrant directors for both perceived barriers and needs. Results of the ranking of barriers for both groups

and all respondents combined are presented in Table 7 while the results of the ranking of needs for both groups and all respondents combined are presented in Table 8.

As noted in Table 7, the highest ranking six barriers statements for the vocational educators were identical to the first six statements for all respondents combined, except that items three and four were reversed. For the top ten items, the vocational administrators included two items, the lack of sufficient funding to equip and operate a vocational program and the lack of trained personnel who might develop appropriate vocational curriculum, that were not included in the top ten barriers for all respondents combined. For migrant directors, the ten most critical barriers were identical to the ten most critical barriers for all respondents combined, except that items nine and ten were reversed.

The data in Table 8 depicted the rank of programmatic needs. As noted in the table, the needs perceived by the vocational administrators were very similar to those for all respondents combined. The differences occurred in that (1) vocational administrators viewed the need for increased parent involvement to be slightly less important than did all respondents combined and (2) vocational administrators viewed the need to reduce program accounting and planning paperwork to be more important than did all respondents combined. For migrant directors, the rankings of needs were identical except to reverse items three and four as well as items seven and eight.

A comparison of the needs and barriers rankings of vocational administrators and migrant administrators revealed few differences between the perceptions of the two groups in terms of the importance of the top ten items for either barriers or needs. In terms of barriers, the migrant directors viewed cultural and socio-economic differences that contribute to poor attitudes toward educational programs to have been more critical than did vocational administrators. Vocational administrators judged the lack of sufficient funding and the lack of trained personnel to develop appropriate curriculum to be a more critical barrier than did migrant directors.

The greater differences between the groups occurred in the ranking of the less critical barriers. For example, a number of migrant directors

Table 7

PRIORITY RANKING OF BARRIERS

Barriers Statement	Ranking of Barriers		
	Combined	Vocational Administrators	Migrant Directors
Constant movement of students from one LEA to another is a barrier.	1	1	1
Irregular school attendance, often attributed to employers' needs, is a handicap to worthwhile participation in a vocational program.	2	2	3
It is difficult to include parents in the educational program of the student due to items such as the lack of parental support and/or lack of parental understanding of the educational program.	3	4	2
Many vocational programs are not designed to be short-term; therefore, due to high mobility the migrant student receives little or no transferrable credit for the work completed.	4	3	4
Migrant students often lack the interest and motivation required to acquire basic vocational skills.	5	5	6
A lack of consistency and continuity in vocational training exists when students move frequently.	6	6	5
Students who qualify as "migrant" are scattered--one here, one there--usually too few to set up any kind of specific program.	7	7	7
There is extreme difficulty in trying to coordinate programs between school systems, states and varying job markets in diverse geographical settings.	8	9	8
Inadequate facilities (sites/space) are a barrier to operating a successful vocational program for migrant students.	9	11	10
Cultural and socio-economic differences and misunderstandings lead to indifferences, poor community attitudes toward educational programs and a lack of concern for the future.	10	13	9
Sufficient funding is not available to equip and/or operate a proper vocational program, particularly one providing both career and vocational education.	11	8	12
Lack of trained personnel who might develop appropriate vocational curriculum for migrants is a barrier.	12	10	14
Prejudice and/or hostile feelings often cause educators to oppose programs for secondary migrant students.	13	NR	11
Many secondary vocational programs are not designed with the flexibility to provide both vocational skills and life skills.	14	15	15
Lack of transportation to and from the training facility often prevents secondary migrant students from enrolling in a vocational program.	15	18	13

NR Not ranked by responding administrators.

Table 7 (Continued)

Barriers Statement	Ranking of Barriers		
	Combined	Vocational Administrators	Migrant Directors
Scheduling difficulties, such as the inability to provide evening programs, are created by the distance between vocational facilities and migrant camps.	16	18	16
It is difficult to coordinate the efforts of staff from different areas on a joint objective like migrant vocational education.	17	14	17
Most migrant students have limited pre-vocational and/or career exploration experience.	18	12	21
Finding employers to cooperate in on-the-job training programs and/or willing to offer permanent employment to migrant students is difficult.	19	16	18
The time requirement for transferring student records from school to school restricts effective planning for these students.	20	20	20
Policy problems prevent development of clear guidelines of responsibilities at LEA, county, region and state levels.	21	NR	19
There is a communication problem when many students speak English as a second language while program staff does not have complementary second language capabilities.	22	NR	22
Lack of materials prevents successful program operation.	23	NR	27
Program intake procedures, such as screening tests which involve reading, create enrollment difficulties for migrant students.	24	21	25
Lack of equipment is a barrier to providing successful programs.	25	NR	23
Lack of multilingual staff is a barrier to providing effective programs.	26	NR	24
Local programs lack proper in-service opportunities.	27	NR	26
Restrictive eligibility requirements are a barrier to providing successful programs.	28	NR	28

NR Not ranked by responding administrators.

Table 8

PRIORITY RANKING OF NEEDS

Needs Statement	Ranking of Needs		
	Combined	Vocational Administrators	Migrant Directors
Appropriate guidance and counseling services are needed to assist students in career awareness and planning.	1	1	1
Developmental and remedial classes in basic math, reading and writing skills are needed to prepare migrant students to perform better in voc-ed programs.	2	2	2
Teachers need specific techniques that assist migrant students in attaining a better self-image and having control over their own lives.	3	3	3
A uniform and comprehensive curriculum, designed to provide continuity in vocational instruction for migrant students, needs to be developed for inter- and intrastate use.	4	4	4
Curriculum for migrant students needs to be tailored to meet the individual learning needs of each student.	5	5	5
There is a need for increased parent involvement/cooperation in the educational program for secondary migrant students.	6	8	6
Migrant students should be trained in vocations that have openings for graduates, including vocational opportunities created by changing agricultural technology.	7	6	8
Additional curriculum and vocational-type training designed to assist secondary age migrant students in developing life and/or survival skills are needed.	8	7	7
A wider scope of vocational education including on-the-job training is needed in order to upgrade migrant students' skills to job-entry level.	9	9	9
Instructional materials that do not require high level math/reading/verbal skills, such as audio-visual training aids, are needed for migrant vocational programs.	10	11	10
A curriculum, designed around short-range vocational goals, geared to migrant life experience and based on flexible non-reading related entrance requirements, is needed.	11	13	11
Program accounting and planning paperwork requirements need to be reduced; e.g., semi-annual performance and financial reports, local project applications and amendments.	12	10	13
Additional up-to-date equipment, tools, and materials are required in order to provide vocational programs during the regular and extended day to migrant students.	13	14	12
More flexible scheduling, such as minimum two-hour instructional block and "after hours" scheduling of vocational classes is needed.	14	11	20
Transportation for migrant students to and from the training site is needed.	15	16	15

Table 8 (Continued)

Needs Statement	Ranking of Needs		
	Combined	Vocational Administrators	Migrant Directors
A uniform system, supplementing the MSRTS, which will furnish the most recent information on individual migrant student's vocational performance and achievement, particularly credits, is needed.	16	15	19
Non-local funding of migrant education programs is needed.	17	17	18
In-service training for vocational instructors, such as knowledge of Spanish for effective communication & individualized instruction techniques is needed in order for instructors to meet the special needs of migrant students.	18	NR	14
Special educational programs are needed to deal wtih the varied and unpredictable work and life schedules of migrants.	19	NR	16
An attitude change is needed, such as better acceptance of migrant students by other students and teachers.	20	NR	17
Present voc-ed programs need to be expanded to include training the non-English speaking migrant to be fluent in everyday English conversation.	21	18	22
For planning purposes, educators need to become aware of the distance and time required for migrant students to complete their annual job cycle.	22	18	29
In order to facilitate the eligibility certification process, school officials should be authorized to certify eligibility of migrant children.	23	18	23
Special personnel, e.g., bilingual and special education teachers, vocational coordinators and tutors, are necessary for successfully meeting migrant students' needs.	24	22	23
Alternative procedures need to be developed that enable vocational educators to identify and contact migrant youth, especially those over the compulsory age.	25	NR	21
More vocational facilities (sites) are needed to serve migrant students.	26	18	27
More cooperation is needed from employers in providing jobs for migrants who graduate from vocational programs.	27	NR	25
Crew leaders should be recognized as surrogate guardians of school-age youth.	28	NR	26
Uniform definitions of a migrant student and service eligibility criteria are needed.	29	NR	28
Bilingual and non-English materials must be provided for some students to overcome language barriers.	30	NR	29
In-service training for bilingual education staff in vocational education concepts and objectives is needed.	31	NR	NR

NR Not ranked by respondents.

viewed prejudice and/or hostile feelings that sometimes cause educators to oppose programs to be a fairly critical barrier while no vocational administrator judged this barrier to have been among the most critical. Conversely, a number of vocational administrators viewed the limited pre-vocational and/or career exploration experiences of migrant students to have been an important barrier while fewer migrant directors rated it as one of the most critical items.

The data presented in Table 3, Administrators' Perceptions of the Validity of Suggested Barriers, offered further evidence of the similarity of outlooks between vocational and migrant administrators. On only three items, none of which were judged to have been among the more critical barriers, was there substantial disagreement. In two of those three instances, the barriers of lack of transportation and scheduling difficulties, the migrant directors were more convinced that the barriers were valid. On one item, the problem of the time delay in transferring records, the vocational directors was more convinced that the barrier was valid.

In terms of perceived needs, there was even greater similarity between the two groups of respondents. Only in the less critical needs were there differences. For example, vocational administrators judged flexible scheduling to have been a greater need than did migrant directors while migrant directors viewed in-service training for vocational educators, particularly in Spanish and individualized instruction techniques, to have been more critical than did vocational administrators.

The data displayed in Table 5 supported the general agreement between vocational administrators and migrant directors in terms of the validity of perceived needs. Only the need for transportation to and from the training site witnessed a substantial difference of opinion with migrant directors viewing this as a more valid need than did vocational administrators.

Research Question 4

How do the needs and barriers within each state compare to the needs and barriers of the Region?

The numbers of school systems in which migrant students were served by some educational program varied considerably between states. Therefore,

because regional data had been compiled using total reponses, a secondary analysis of responses by state was performed to investigate the relative consistency across states and as compared to the Region. The tables used for this comparison are included as Appendix D of this report. This analysis was performed more to check on data reliability than to suggest differences between states. The suggested differences should be viewed as tentative, at best.

Summary data on the comparative importance of barriers by state are depicted in Table 9, and the information concerning the comparative importance of needs by state is depicted in Table 10. The barriers and needs were listed in order of importance for each of the states.

The barrier data included in this table suggested a high degree of consistancy among respondents from all eight southeastern states. For example, the most critical barrier overall, the constant movement of students from one LEA to another, was one of the two most critical barriers in each of the eight states. Three other barriers, each of which had been identified among the five most critical overall, were included within the five most critical barriers within every state. These barriers were: (1) the difficulty of including parents in the educational program; (2) irregular school attendence; and (3) the lack of short-term vocational programs. The fifth critical barrier as identified across states varied considerably. Six different barriers were ranked as very critical in this regard. These six included: (1) migrant students often lack interest and motivation for vocational education; (2) a lack of consistancy and continuity in vocational education curricula; (3) policy problems that prevent the development of clear guidelines or responsibilities; (4) the lack of trained personnel to develop an appropriate curriculum; (5) the difficulty in trying to coordinate programs between school systems, states, and job markets; and (6) the scattered nature of migrant students.

Overall, the analysis by states supported the validity of the relative importance of the barrier data for at least the first six barriers. The needs data, when analyzed by state, produced a somewhat less uniform list of needs across states in terms of the top five needs. Only two of the top five overall needs appeared on each of the state lists: (1) the need for appropriate guide-

Table 9

COMPARATIVE IMPORTANCE OF BARRIERS BY STATE

Alabama

1. Irregular school attendance, often attributed to employers' needs, is a handicap to worthwhile participation in a vocational program.
2. Constant movement of students from one LEA to another is a barrier.
3. A lack of consistency and continuity in vocational training exists when students move frequently.
4. It is difficult ot include parents in the educational program of the student due to items such as the lack of parental support and/or lack of parental understanding of the educational program.
5. Many vocational programs are not designed to be short-term; therefore, due to high mobility the migrant student receives little or no transferrable credit for the work completed.

Florida

1. Irregular school attendance, often attributed to employers' needs, is a handicap to worthwhile participation in a vocational program.
2. It is difficult to include parents in the educational program of the student due to items such as the lack of parental understanding of the educational program.
3. Constant movement of students from one LEA to another is a barrier.
4. A lack of consistency and continuity in vocational training exists when students move frequently.
5. Many vocational programs are not designed to be short-term; therefore, due to high mobility the migrant student receives little or no transferrable credit for the work completed.

Georgia

1. Constant movement of students from one LEA to another is a barrier.
2. It is difficult to include parents in the educational program of the student due to items such as the lack of parental support and/or lack of parental understanding of the educational program.
3. Irregular school attendance, often attributed to employers' needs, is a handicap to worthwhile participation in a vocational program.
4. Many vocational programs are not designed to be short-term; therefore, due to high mobility the migrant student receives little or no transferrable credit for the work completed.
5. There is extreme difficulty in trying to coordinate programs between school systems, states and varying job markets in diverse geographical settings.

Table 9 (continued)

Kentucky

1. Constant movement of students from one LEA to another is a barrier.
2. It is difficult to include parents in the educational program of the student due to items such as the lack of parental support and/or lack of parental understanding of the educational program.
3. Many vocational programs are not designed to be short-term; therefore, due to high mobility the migrant student receives little or no transferrable credit for the work completed.
4. Irregular school attendance, often attributed to employers' needs, is a handicap to worthwhile participation in a vocational program.
5. Students who qualify as "migrant" are scattered--one here, on there--usually too few to set up any kind of specific program.

Mississippi

1. Constant movement of students from one LEA to another is a barrier.
2. It is difficult to include parents in the educational program of the student due to items such as the lack of parental support and/or lack of parental understanding of the educational program.
3. Irregular school attendance, often attributed to employers' needs, is a handicap to worthwhile participation in a vocational program.
4. Many vocational programs are not designed to be short-term; therefore, due to high mobility the migrant student receives little or no transferrable credit for the work completed.
5. Migrant sutdents often lack the interest and motivation required to acquire basic vocational skills.

North Carolina

1. Constant movement of students from one LEA to another is a barrier.
2. Irregular school attendance, often attributed to employers' needs, is a handicap to worthwhile participation in a vocational program.
3. Many vocational programs are not designed to be short-term; therefore, due to high mobility the migrant student receives little or no transferrable credit for the work completed.
4. Migrant students often lack the interest and motivation required to acquire basic vocational skills.
5. It is difficult to include parents in the educational program of the student due to items such as the lack of parental support and/or lack of parental understanding of the educational program.

Table 9 (continued)

South Carolina

1. Constant movement of students from one LEA to another is a barrier.
2. Irregular school attendance, often attributed to employers' needs, is a handicap to worthwhile participation in a vocational program.
3. It is difficult to include parents in the educational program of the student due to items such as the lack of parental support and/or lack of parental understanding of the educational program.
4. Many vocational programs are not designed to be short-term; therefore, due to high mobility the migrant student receives little or no transferrable credit for the work completed.
5. Lack of trained personnel who might develop appropriate vocational curriculum for migrants is a barrier.

Tennessee

1. Constant movement of students from one LEA to another is a barrier.
2. Policy problems prevent development of clear guidelines or responsibilities at LEA, county, region and state levels.
3. Irregular school attendance, often attributed to employers' needs, is a handicap to worthwhile participation in a vocational program.
4. It is difficult to include parents in the educational program of the student due to items such as the lack of parental support and/or lack of parental understanding of the educational program.
5. Many vocational programs are not designed to be short-term; therefore, due to high mobility the migrant student receives little or no transferrable credit for the work completed.

NOTE: The states are listed alphabetically. The barriers are listed by rank of relative importance.

Table 10

COMPARATIVE IMPORTANCE OF NEEDS BY STATE

Alabama

1. Additional curriculum and vocational-type training designed to assist secondary age migrant students in developing life and/or survival skills are needed.
2. A wider scope of vocational education including on-the-job training is needed in order to upgrade migrant students' skills to job-entry level.
3. A uniform and comprehensive curriculum, designed to provide continuity in vocational instruction for migrant students, needs to be developed for inter- and intrastate use.
4. Appropriate guidance and counseling services are needed to assist students in career awareness and planning.
5. An attitude change is needed, such as better acceptance of migrant students by other students and teachers.

Florida

1. Developmental and remedial classes in basic math, reading and writing skills are needed to prepare migrant students to perform better in vocational education programs.
2. Teachers need specific techniques that assist migrant students in attaining a better self-image and having control over their own lives.
3. Appropriate guidance and counseling services are needed to assist students in career awareness and planning.
4. A uniform and comprehensive curriculum, designed to provide continuity in vocational instruction for migrant students, needs to be developed for inter- and intrastate use.
5. Curriculum for migrant students needs to be tailored to meet the individual learning needs of each student.

Georgia

1. Appropriate guidance and counseling services are needed to assist students in career awareness and planning.
2. Teachers need specific techniques that assist migrant students in attaining a better self-image and having control over their own lives.
3. Developmental and remedial classes in basic math, reading and writing skills are needed to prepare migrant students to perform better in vocational education programs.
4. Curriculum for migrant students needs to be tailored to meet the individual learning needs of each student.

Table 10 (continued)

5. A uniform and comprehensive curriculum, designed to provide continuity in vocational instruction for migrant students, needs to be developed for inter- and intrastate use.

Kentucky

1. Developmental and remedial classes in basic math, reading and writing skills are needed to prepare migrant students to perform better in vocational education programs.
2. Appropriate guidance and counseling services are needed to assist students in career awareness and planning.
3. Curriculum for migrant students needs to be tailored to meet the individual learning needs of each student.
4. Teachers need specific techniques that assist migrant students in attaining a better self-image and having control over their own lives.
5. A uniform and comprehensive curriculum, designed to provide continuity in vocational instruction for migrant students, needs to be developed for inter- and intrastate use.

Mississippi

1. Appropriate guidance and counseling services are needed to assist students in career awareness and planning.
2. Developmental and remedial classes in basic math, reading and writing skills are needed to prepare migrant students to perform better in vocational education programs.
3. Curriculum for migrant students needs to be tailored to meet the individual learning needs of each student.
4. A uniform and comprehensive curriculum, designed to provide continuity in vocational instruction for migrant students, needs to be developed for inter- and intrastate use.
5. Teachers need specific techniques that assist migrant students in attaining a better self-image and having control over their own lives.

North Carolina

1. Appropriate guidance and counseling services are needed to assist students in career awareness and planning.
2. Developmental and remedial classes in basic math, reading and writing skills are needed to prepare migrant students to perform better in vocational education programs.
3. A uniform and comprehensive curriculum, designed to provide continuity in vocational instruction for migrant students, needs to be developed for inter- and intrastate use.

Table 10 (continued)

4. Teachers need specific techniques that assist migrant students in attaining a better self-image and having control over their own lives.
5. Curriculum for migrant students needs to be tailored to meet the individual learning needs of each student.

South Carolina

1. Appropriate guidance and counseling services are needed to assist students in career awareness and planning.
2. A uniform and comprehensive curriculum, designed to provide continuity in vocational instruction for migrant students, needs to be developed for inter- and intrastate use.
3. Developmental and remedial classes in basic math, reading and writing skills are needed to prepare migrant students to perform better in vocational education programs.
4. Teachers need specific techniques that assist migrant students in attaining a better self-image and having control over their own lives.
5. There is a need for increased parent involvement/cooperation in the educational program for secondary school age migrant students.
6. Additional curriculum and vocational-type training designed to assist secondary school age migrant students in developing life and/or survival skills are needed.
7. In-service training for vocational instructors, such as knowledge of Spanish for effective communication and individual instruction techniques, is needed in order for instructors to meet the special needs of migrant students.

Tennessee

1. Appropriate guidance and counseling services are needed to assist students in career awareness and planning.
2. More flexible scheduling, such as minimum two-hour instructional block and "after hours" scheduling of vocational classes, is needed.
3. A curriculum, designed around short-range vocational goals, geared to migrant life experience and based on flexible non-reading related entrance requirements, is needed.
4. A uniform and comprehensive curriculum, designed to provide continuity in vocational instruction for migrant students, needs to be developed for inter- and intrastate use.
5. Program accounting and planning paperwork requirements need to be reduced; e.g., semi-annual performance and financial reports, local project applications and amendments.

ance and counseling services to assist students in career planning and awareness, and (2) the need for a uniform and comprehensive curriculum for inter- and intrastate use. Three other needs, the need for developmental and remedial classes in math, reading and writing; the need for curriculum tailored to individual student needs; and the need for teacher in-service training to aid in improving migrant student self images and personal control were ranked as very critical in six of the eight states. The other needs identified by various states were spread out among eight needs and included items ranging from curriculum for survival skills to parent involvement to more flexible scheduling.

Overall, this analysis would suggest that two of the needs were very critical in all situations; three additional needs were critical in most situations; the other identified needs reflected local diversity in programming.

Research Question 5

What are the principal issues that must be addressed in providing effective policy, planning, and programming for the vocational education of migrant students?

The principal issues were derived by analyzing the suggested barriers and needs and grouping them into common conceptual categories of concern. The analysis of the suggested barriers and needs produced seven major issues. These issues were critical ones that must be addressed in a comprehensive effort to provide vocational education to adolescent migrant students. The suggested issues included: (1) program design, (2) agency coordination, (3) policy, (4) migrant needs and characteristics, (5) public support, (6) staff development, and (7) funding.

Program Design

Respondents judged the items of program design and agency coordination to have been the most critical issues that must be addressed. Program design contained two factors, curriculum and program operations, each of which was attributable, partially, to a lack of hard data about successful programs and/or procedures which would assist in program planning and implementation. The curriculum question focused on the problems of the lack of short-term programs and the lack of comprehensive programs that included both vocational and life skills. Among the specifications of this particular question that were perceived as requiring attention was a most critical need for efforts

to develop a curriculum with the following characteristics: (a) materials that use audio-visual and hands-on manipulatory instructional materials rather than materials that require high levels of math, reading and/or verbal skills; (b) personalized, modularized learning packages that were built around short-range instructional goals and included materials and exercises on several levels of difficulty; (c) modules that taught both vocational skills and life/survival skills such as money management, job hunting and so forth; (d) modules based on single skill, job entry level task requirements for the various vocational programs; and (e) materials that include bilingual components.

The program operation specifics of the issue of program design centered on the problems created by irregular school attendance, few migrant students, and intake procedures that were again based on the lack of hard, useful data. Among the specifications of this particular question that were perceived as requiring attention were: (a) the development and potential impact of more comprehensive support service systems, including appropriate guidance and counseling services, developmental and remedial basic skills assistance, specialized bilingual personnel, and special education; and (b) the development of effective planning strategies and techniques such as flexible scheduling of courses (which would be facilitated by a modularized curriculum), planning information such as better identification procedures and advanced information about the migrant flow and program contents based on employment demand. This item was of particular concern to state directors of vocational and migrant education who perceived the lack of planning, research and need data to be a problem of substantial concern.

Agency Coordination

Agency coordination was the second most critical issue. The coordination or continuity question focused on the problems created by frequent movement of migrant populations from one school district to another. Concerns were focused on the difficulty of instructional coordination, record keeping and transfer, and training for a viable job market. Among the specifications of this particular question that were perceived as requiring attention were the need to revise, expand and modernize the current Migrant Student Record

Transfer System, and the need to create and use a uniform and comprehensive curriculum throughout the Region. Possible revisions are included within the recommendations section of the report.

Policy

Policy emerged as a third critical issue from the standpoint of local directors. It was the most important issue in the perspective of the state directors. Of particular concern were restrictive eligibility requirements and the lack of clear guidelines and responsibility for training. Among the particular specifications of this issue that were perceived as requiring attention were: (a) the development and use of uniform definitions of migrant students and service eligibility requirements; (b) the use of uniform, simplified planning and accounting paperwork requirements; and (c) investigation of a range of different eligibility certification procedures in order to determine which would be most effective. Of greatest concern to state level officials were the designation of responsibilities for providing services and the development and use of uniform definitions for the target population. The suggested needs, barriers and issues documented the need for specific kinds of policy. A series of possible policy actions are included in the recommendations.

Migrant Needs and Characteristics

A fourth issue developed during the project was labeled migrant needs and characteristics. This issue had been identified in the preliminary literature review. While the research study did little to resolve the issue, study findings served to reinforce certain specifics of the question that require future attention. Little was known about how various educational techniques worked to mitigate the potentially disadvantaging effects of being a migrant. Of greatest concern were procedures that would increase migrant student interest, motivation and self awareness as well as program techniques that would enhance migrant student pre-vocational and career exploration. The need for research and useful data was judged to have been particularly acute in this regard.

Public Support

A fifth identified issue focused on public support for and cooperation with migrant programs. The data suggested that the lack of support has eminated from many sources including school officials, employers, migrant parents and the community at-large. The causes of the lack of support were believed to be linked to a lack of understanding of the migrant lifestyle and to the different values that lifestyle implies; to an unfamiliarity, suspicion or fear of migrant populations; to the migrant populations unfamiliarity with and suspicion of educational programs; or to the animosity of the local community. The effects of the lack of support have included a lack of programs, a lack of on-the-job training sites and little parent involvement with the educational program.

Staff Development

The sixth issue identified was staff development. Of particular concern was the need to provide local instructors with skills in developing and adapting curriculum; skills in working with students who use English as a second language; and skills in teaching methodology that would permit effective conveyence of content during instruction and counseling. The major questions posed by this issue included (a) specification of particular in-service opportunities and (b) creation of a teacher training program, available to local teachers, to meet this need.

Funding

The last identified issue was the general issue of funding. Concern was expressed for continued federal funding as well as more discretion in spending funds of all types for program needs. Among the identified program needs, transportation, equipment and materials were viewed as most critical.

Research Question 6

What kinds of strategies are/can be useful in overcoming the suggested barriers to the provision of services?

One of the initial objectives of this research project was to identify illustrative, innovative and/or successful procedures, techniques and practices for serving the target population. Given that few programs provided vocational education to secondary school aged migrant students in the south-

east, project staff choose to address this objective by asking each responding local vocational and migrant administrator to suggest strategies that could be used to overcome each of the five barriers that the particular administrator had ranked as most critical. Of particular concern were strategies that would be directly useful at the program planning and implementation level.

The following table presents the suggested strategies for each of most critical six barriers, those rated as very critical by over a third of all respondents. Suggested strategies for all barriers are included in Appendix D, Additional Data Work-ups.

Importantly, the general character of the suggestions was constructive and of high utility at the programming and policy level. Many of the suggestions were highly workable ideas that could be used at local and state levels. Other ideas would be particularly applicable to model demonstration and research programs through which data on program effect could be collected. Importantly, many of the suggestions were usable within present law and policy <u>if</u> the proper incentives and coordination were available.

Table 11

SUGGESTED STRATEGIES FOR PROGRAMS TO OVERCOME PERCEIVED BARRIERS

Barrier #1

CONSTANT MOVEMENT OF STUDENTS FROM ONE LOCAL EDUCATION AGENCY (LEA) TO ANOTHER IS A BARRIER.

1. Situation can be improved by revising and improving upon present Migrant Student Record Transfer System (MSRTS) in the following ways:

   a) more comprehensive records (needs basic and vocational skills) need to be kept and forwarded;
   b) keep records of exactly what the student has and has not had;
   c) records of service skills learned, in both vocational education and in the supporting academic areas such as math and reading;
   d) include schedule, performance rating, and all skills;
   e) include IEP's for migrant students;
   f) improve MSRTS forms;
   g) make records available more quickly (for example, by phone);
   h) keep records in duplicate at all LEA's; forward one copy and keep the other copy because students usually return the following year;
   i) input from affected LEA's in the development of the record system;
   j) in-service training on use of MSRTS;
   k) required use of a standardized records system for all states and LEA's; include uniform forms and training in how to participate and use system;
   l) involve all school systems in system;
   m) a generally improved record system; and
   n) careful monitoring of migrant moves and plans to move.

2. Prepare IEP's for <u>all</u> migrant students in <u>all</u> school areas; include them in transfer records.

3. Provide for more uniform and comprehensive curriculum designed specifically to provide for continuity.

4. A centrally run correspondence set of courses that involves LEA's in providing support <u>but</u> not being responsible for content.

5. More consistency in programming at LEA level so courses are compatible.

6. Home school system should interview all parents and record travel plans. This LEA that will contact all affected LEA's relative to educational plans, courses and curriculi that would affect the migrant student.

7. Frequent communication and coordination between adjoining counties and/or all counties in each state.

8. State mandated coordination between LEA's.

9. Establish regional information banks with toll free WATTS lines to receive and distribute data.

10. Increase contact between LEA's, between SEA's and LEA's, and between SEA's.

11. Create at least one uniform interstate and intrastate vocational training program.

12. Assign an SEA person to coordinate records and contacts between LEA's and SEA's.

13. There is no viable solution; however, a vastly improved record system would help.

14. Small classes and individualized programs of instruction--one-to-one for short periods when possible.

15. Boarding schools for migrant students.

16. Parent education program.

Barrier #2

IRREGULAR SCHOOL ATTENDANCE, OFTEN ATTRIBUTED TO EMPLOYERS' NEEDS, IS A HANDICAP TO WORTHWHILE PARTICIPATION IN A VOCATIONAL PROGRAM.

1. Programs should be structured in a work-study arrangement that requires regular school attendance before working for an employer.

2. Urge employers to cooperate in all possible ways in order to encourage better school attendance. Operate a public relations campaign to "sell" employers on the program.

3. Hold classes at night.

4. Establish vocational training centers for use both by migrant adolescents and adults; operate the centers in the evening.

5. Eliminate penalties for missing school when there are valid reasons for the absences; there are times when students must miss school and work in the fields to survive.

6. Actively involve parents and guardians in the child's education.

7. Operate a public relations program that stresses involvement and attendance in the program throughout the entire community.

8. Competency-based vocational education would permit students to work individually, when their schedules permit.

9. Encourage student attendance; make students realize they are wanted; include home visits.

10. Enforce stiffer penalties for employers who work students who should be in school.

11. The employers should be fined severely <u>if</u> they are caught breaking child labor laws; school-age children should not work.

12. Adult wages must be sufficient to permit the child to take advantage of opportunities.

13. Utilize federal funds to give financial bonus at end of each school year for each day of attendance for each migrant child.

14. Sales campaign on worth of the program in terms of future earning power.

15. Initial home visits to parents of students who attend irregularly; this should be a "caring" rather than a "policing" type visit. Explain the relationship between school attendance in a vocational program and regular attendance on a job.

16. Be sure the student has clothes to wear and other related school essentials.

17. Create a positive attitude among teachers and students at school.

18. Provide stipends for students to come to school, if money alone is the reason they miss school to work in the fields.

19. Develop appropriate role models to encourage intrinsic motivation.

Barrier #3

IT IS DIFFICULT TO INCLUDE PARENTS IN THE EDUCATIONAL PROGRAM OF THE STUDENT DUE TO ITEMS SUCH AS THE LACK OF PARENTAL SUPPORT AND/OR LACK OF PARENTAL UNDERSTANDING OF THE EDUCATIONAL PROGRAM.

1. Hire full-time home-school liaison or parent-involvement persons. (Could serve as counselor.)

2. Create organized programs for parents; sometimes needs to involve stipend.

3. Provide opportunities for parents and employers to attend an Open House where students are actually demonstrating and/or explaining procedures to their parents. Preceding the event, each home should be contacted; students should be encouraged to urge parental attendance. Instructors should arrange good presentations including films, recordings, etc.

4. Provide educational orientation and awareness sessions for parents on an individual and/or small group basis in a convenient location immediately after students have been identified as eligible.

5. Use parent committees for input and support; provide real tasks and resources to perform necessary work.

6. Public relations effort to convince parents that they need to be involved; needs to be a sincere and concerted effort.

7. Involve parents in the educational process.

8. Involve parents in screening, assessment and program prescription.

9. Improve rapport with parents through a home counseling program.

10. Regularly schedule home visits during "off-work" times.

11. More frequent and regular parent contact is needed; this must be persistent.

12. Home visitation by teachers, counselors and social workers is needed.

13. Let parents know that the program needs their help.

14. Provide funds for transportation and training of parents.

15. Realize that there are some unreachable parents; however, make good use of those who are reachable, both within the program and with other parents.

16. Provide self-actualization and self-acceptance training for parents.

17. Demonstrate in an on-the-job fashion, the relationship between vocational education and opportunities.

18. Assign parent contact to a specific person or group and provide a budget for establishing the contact.

Barrier #4

MANY VOCATIONAL PROGRAMS ARE NOT DESIGNED TO BE SHORT-TERM; THEREFORE, DUE TO HIGH MOBILITY THE MIGRANT STUDENT RECEIVES LITTLE OR NO TRANSFERRABLE CREDIT FOR THE WORK COMPLETED.

1. A uniform competency-based curriculum, broken into units, would provide opportunities to complete training and demonstrate competencies on a unit of the whole.

2. Use an open-entry/open-exit, modularized type of instruction.

3. Design short-term training modules of the mini-course variety.

4. Award credit to migrant students on a week-by-week basis.

5. Create uniform course offerings.

6. Design a credit transfer system, based on uniform offerings or skills.

7. Revamp curriculum into short-term units of a larger long-term curriculum. Assign sub-credits for sub-units.

8. Revamp curriculum to concentrate on intensive, short-term training.

9. Include all school work on MSRTS, including transfer credit.

10. Improve means of transferring earned credit; credit perhaps should be based on competencies. Information must be available as the student moves.

11. Establish short-range objectives with fixed point values toward satisfying the overall objectives of the project.

12. Lobby for a tax write-off for industries or businesses that help train the target group.

13. Offer short-term, generic and specific oriented vocational courses that may be parts of larger offerings.

14. Enlist aid of local business and industry on a part-time basis.

15. Utilize Competency Based Vocational Education (CBVE) and an improved transfer system.

Barrier #5

MIGRANT STUDENTS OFTEN LACK THE INTEREST AND MOTIVATION REQUIRED TO ACQUIRE BASIC VOCATIONAL SKILLS.

1. Plan programs and schedules around past experiences, projected needs and demonstrated interests.
2. Vocational education programs should simulate actual working environments.
3. Intensified group and individual counseling together with exposure to work situation would be motivational.
4. Training should include emphasis on importance of vocational education to their future.
5. Instructors should be provided with specialized in-service training that addresses skills and techniques necessary to motivate and encourage migrant students.
6. Well-qualified vocational counselors who are highly motivated are needed.
7. Specialized instruction-related materials and equipment could aid motivation.

Barrier #6

A LACK OF CONSISTENCY AND CONTINUITY IN VOCATIONAL TRAINING EXISTS WHEN STUDENTS MOVE FREQUENTLY.

1. Utilize SEA-hired instructors that move with the migrants.
2. Develop an individual needs assessment program, in which the results can easily be obtained by one LEA from another.
3. Use individualized instruction, geared to specific student needs that are frequently assessed.
4. Develop a program of uniform basics plus flexible credit for vocational skills.
5. Develop a uniform vocational curriculum, divided by skills into modules.
6. Develop basic job skills programs.
7. Establish a rapid communications system among states.
8. Study migrant travel plans; contact LEA's to be visited in order to establish copies of curriculi. From these, develop a program that would move with the migrant student.
9. Train migrants in vocational areas with which they may be familiar, such as agriculture.

IV. CONCLUSIONS AND CONSIDERATIONS FOR FUTURE ACTIONS

DISCUSSION AND IMPLICATIONS

The most significant findings of the study were (1) documentation of the lack of programs providing vocational education services to secondary school age migrant students; (2) the identification and ranking of barriers and needs relative to the provision of vocational services to the target population; and (3) identification and ranking of the issues that must be addressed in creating effective programs.

The situation was one in which there had been little awareness or attention among vocational educators concerning the need for programs for migrants; little reliable data had been made available documenting need or suggesting program options. Additionally, the designation of responsibilities remain sketchy. However, there was a willingness and in interest among vocational educators to provide appropriate services for the target population and a recognized need among migrant directors for such services. There was general agreement across most local vocational educators and between most local vocational and migrant directors regarding the issues, barriers and needs that must be addressed in order to provide effective vocational education for the target population. Three of the suggested barriers were agreed upon by over 90% of all respondents; five other barriers were judged to have been valid by more than 80% of all respondents. Of the 28 suggested barriers, six were judged to have been not only valid but also highly critical by over one-third of the respondents. These six barriers ranked according to perceived importance were:

1. Constant movement of students from on LEA to another.
2. Irregular school attendance, often attributed to employers' needs, is a handicap to worthwhile participation in a vocational program.
3. It is difficult to include parents in the educational program of the student due to items such as the lack of parental support and/or lack of parental understanding of the educational program.
4. Many vocational programs are not designed to be short-term; therefore, due to high mobility the migrant student receives little or no transferrable credit for the work completed.

5. Migrant students often lack the interest and motivation required to acquire basic vocational skills.
6. A lack of consistency and continuity in vocational training exists when students move frequently.

The top-ranked barrier was viewed as critical by over 70% of the respondents.

The importance and validity of the six most critical barriers did not vary by state or by role of the respondent. There was, however, limited agreement among respondents concerning the validity of some of the less important suggested barriers. This would suggest that the several major barriers identified and ranked in the study were valid in most situations and must be resolved in order to provide effective vocational education to the target population.

In terms of needs, over 90% of the respondents agreed with eight of the 31 barrier statements. Another 15 items were judged to have been valid by over 80% of the respondents. Of the 31 suggested needs, six were judged to have been not only valid, but also highly critical by over one-third of the respondents. These six needs ranked according to perceived importance were:

1. Appropriate guidance and counseling services are needed to assist students in career awareness and planning.
2. Developmental and remedial classes in basic math, reading and writing skills are needed to prepare migrant students to perform better in vocational education programs.
3. Teachers need specific techniques that assist migrant students in attaining a better self-image and having control over their own lives.
4. A uniform and comprehensive curriculum, designed to provide continuity in vocational instruction for migrant students, needs to be developed for inter- and intrastate use.
5. Curriculum for migrant students needs to be tailored to meet the individual learning needs of each student.
6. There is a need for increased parent involvement/cooperation in the educational program for secondary migrant students.

The top two needs were viewed as very important by approximately 80% of the respondents.

The data suggested that while there was overwhelming agreement among respondents concerning the validity of items suggested as delivery system needs, there was relatively less consensus on which of the suggested needs were of greater importance. The most important needs varied across states, indicating that delivery system needs were more subject to local particulars than were the critical barriers. The information may also indicate that the variables and combinations of variables that would constitute comprehensive education programs for migrant students have not been systematically addressed, to date.

The data on barriers and needs also suggested that there was only limited correspondence between suggested barriers and suggested delivery system needs that should, ideally, be useful in overcoming the identified barriers. This situation suggested several possible conclusions including: (a) it implied that the development of comprehensive educational programs which include a variety of support services, curricula, community involvement, and vocational education techniques had not been an item that had commanded major amounts of program planning attention; (b) it reflected the situation that relatively few vocational programs for secondary age migrant students exist, nationwide; (c) it supported the concern voiced by state and local educational administrators that little research evidence was available that either specified need or indicated what kinds of effects they could expect to achieve by using certain programming options; and (d) that program planning has not always been based on systematically identified and quantified needs.

The data suggested that there were at least seven major issues that must be addressed in the course of providing effective vocational education to the target population. The identified issues were (1) program design, (2) coordination, (3) policy, (4) migrant needs and characteristics, (5) public support, (6) staff development, and (7) funding. Analysis of the ranking of barriers suggested that the issues of program design and agency coordination were perceived as the most critical issues, with community involvement and migrant needs and characteristics also of great importance. These findings supported the general conclusions derived from the rankings of barriers and needs, particularly the conclusions that (1) there had been little comprehensive, useful empirical data upon which to plan comprehensive

programs; and (2) there had been relatively less attention to developing comprehensive educational programs that included vocational education than attention to developing comprehensive services programs that included general education, health services, and nutrition services for migrants. There is a need for such data and for comprehensive educational program development based on that data.

In addition, the specification of issues, particularly the concentration on agency coordination and policy suggested that past and present policy on vocational and migrant education was not really appropriate to facilitate the provision of effective vocational education to the target population. Examination of current policy indicated that this conclusion had some validity. Differences in funding procedures, eligibility criteria, definitions of the target population and program emphasis were noted in policy between vocational education and migrant education.

Data on the barriers, needs, issues and strategies suggested one additional implication for study data. The information suggested that substantial revisions in both the present vocational and migrant education programs were needed at the programmatic level in order to provide effective services to the target population. In addition to the necessity of developing comprehensive educational programs, specific revisions were called for in the student record system where more data were needed more efficiently; in the teacher training system where pre-service and in-service teacher needs were recognized; in program assessment and student identification procedures where more student planning data were needed; and in interschool system communication where program planning instruction was needed.

LIMITATIONS

There were several aspects of the study which potentially limit the generalizability and utility of the findings and their implications for program planning and implementation. These were related to:

1) The use of local administrators to develop the major portion of the data;
2) A response rate of less than 50% on all iterations;

3) Terminology used in writing statements on survey forms;

4) The lack of secondary level programs serving migrant students from which to draw information; and

5) Data analyis and statistical considerations.

The survey methodology assumed that local directors (a) had the requisite experience and scope of information to provide data useful at both the programmatic and policy level and (b) could provide that information in a systemic fashion as marshalled by means of the Delphi technique. Further, the approach assumed that the provided data were valid, reliable, and of sufficient comprehensiveness in terms of the subject; however, there was no way to insure that all potentially important barriers and needs were suggested.

Overall, the response rate for each of the three iterations ranged from 40% to 45%. Reasonable attempts were made to insure the highest possible response rate. No attempt, however, was made to conduct a followup survey of non-respondents; therefore, the generalizability of the results and findings from the study are based on the assumption that non-respondents did not significantly differ from respondents in their perceptions of needs, barriers and related items or in their attitudes toward vocational education for migrant students.

Comments made by respondents on the comment sheet indicated that initially both vocational and migrant administrators experienced some problems in responding to certain items because of the use of general rather than specific terminology and due to the unfamiliarity with the programs of the other directors. This difficulty seemed to ease with each iteration of the Delphi.

The lack of existing programs from which to draw information was a limitation on both the experience of the respondents and the reliability of provided and derived information. However, the data do stand as beginning, baseline data for future program and policy development.

The data analysis techniques employed only descriptive statistics. Comparisons were performed using frequency and percentage data rather than more elaborate procedures to test for differences. The use of descriptive

statistics was required, given the purposes of the project--initial, descriptive data of immediate use in policy and program development.

CONSIDERATIONS FOR FUTURE ACTION

Given the identified and ranked issues, barriers and needs, four major considerations for future action were offered. The four considerations were focused on program development, policy, coordination, and data base.

Consideration #1: There should be a concerted effort to develop comprehensive educational programs to serve all migrant children.

Local administrators expressed a number of barriers and needs that could be resolved by developing comprehensive educational programs for migrant students. The need exists for creating programs with the following characteristics: (a) a wide range and variety of support services including guidance and counseling services and developmental/remedial opportunities in math, reading and writing skills; (b) innovative planning and administrative procedures including flex-scheduling and systematic needs assessment; and (c) innovative and appropriate curricula. Of particular concern is the development and use of a curriculum that is modularized, personalized in ability level, skill-based and employs a variety of instructional techniques. As importantly, it is recommended that IEP's be prepared in the "home" school system for all migrant students. This IEP would include basic skills, vocational skills and life skill needs of each student. It would provide a personalized eudcational program for each student, matched to the specific needs, interest, abilities, and skills of that student.

Consideration #2: There should be a clear, national, interstate migrant student education policy for serving the target population.

The specifics of the national policy might provide for inclusion of the following items as a minimum:

a) Uniform definitions of migrant students for all programs; it is suggested that a coordination of the different definitions of "disadvantaged" students would be a first step in deriving such a definition;

b) Uniform reporting regulations for all programs serving students classified as migrant students;

c) Uniform, or at least coordinated eligibility requirements that reflect the situation in the field;

d) Uniform, coordinated formulas for allocating money and non-categorical spending;

e) An outline of the roles and responsibilities of the various agencies involved in providing services to migrant students;

f) A useful, understandable guide for administrators to use in developing/implementing programs; and

g) Federal funding of several mechanisms such as student records system, dissemination systems, and research and development that would facilitate program coordination and development. Such a program might also include a procedure similar to the "child-find" preceding a special education.

Such a policy would provide a comprehensive framework in which to develop comprehensive educational and social services programs for all migrant students. It should serve to be effective and cost effective. Further, it would provide a clear mandate for services and could serve as a model inter-agency agreement. Lastly, such policy could resolve at least four of the seven identified issues.

Consideration #3: There should be an increased effort to develop appropriate planning data about migrant populations.

The need for comprehensive, appropriate, and valid data pertaining to two items deserved special consideration. First, there was a need for more quantified, immediately useful data concerning migrant needs and characteristics as they relate to educational programming. Second, there was a need for systematically collected, quantified and useful information about the efficacy of various education program options such as guidance and counseling, modularized curriculum, and on-the-job training to mitigate the disadvantages of migrant students in educational programs--particularly vocational education programs. These questions should be major issues in a comprehensive research and development program.

Consideration #4: There should be concentrated effort to increase program coordination between various LEA's.

This effort could be established in federal policy and could concentrate on the factors which could substantially increase coordination: (a) the Migrant Student Record Transfer System (MSRTS) and (b) the development and use of a coordinated curriculum.

The MSRTS should be expanded to include information on at least the following items:

a) Needs assessment data on each migrant student that will be available to each school in which the child is served;

b) Provide updates on the needs assessment system;

c) Information on the family movement plans for the season for each migrant student;

d) Information on the work locations from last year for each migrant student;

e) Records of basic skills development of all migrant students;

f) Records of vocational skills and training for each student; and

g) Individual Education Plans (IEP's) for each student.

In addition, it is recommended that the MSRTS form be revised and simplified; that in-service education training modules be developed for administrators to use in learning to use MSRTS; that the system be made mandatory in all school systems in which migrant students are served; and that continued efforts be made to facilitate the transfer of records to new systems.

APPENDIX A

Dissemination Conference Report

DISSEMINATION CONFERENCE REPORT

INTRODUCTION

The topic of vocational education for migrant students has too often been neglected as a focus for research activity. Little information is available concerning the barriers to the provision of such services or the needs of delivery systems to provide such services. Even less information has been made available that is immediately useful for policy, planning and programming purposes. This research study--and this conference--is a first step in attempting to provide such information. The information was derived from and about the school systems in the southeastern United States. The results have a number of programmatically useful implications that can be incorporated into policy, planning and programming of vocational education for migrant students.

PURPOSES OF THE CONFERENCE

The purposes of the dissemination conference were to:

1) Share findings and results of the research project, "Needs, Barriers, and Evaluation of Secondary Migrant Vocational Education: An Assessment of Programs in HEW Region IV";

2) Facilitate communication between migrant and vocational education directors for southeastern states;

3) Collect and process additional study data pertaining to barriers, coordination and policy about issues related to the target population; and

4) Establish an interchange of information, ideas, and approaches among representatives of the various southeastern states relative to the provision of vocational education for migrant students.

CONFERENCE ACTIVITIES

The conference involved four major activities, two held in the morning and two held in the afternoon. The first morning session centered on the presentation and discussion of project findings as well as the sharing of

ideas among participants. Of particular concern was information including the most critical barriers, the most important needs, the identification of issues, the role perception differences of vocational and migrant administrators, and general conclusions and implications. The second morning session focused on two of the three most critical barriers that served to inhibit the provision of vocational education to migrant students. Of particular concern were identifcation of forces for and against overcoming each barrier as well as the identification of strategies that would be useful in overcoming the barrier.

In the first afternoon session, conference participants worked in small task groups discussing the problems associated with interagency coordination in order to provide services to the target population. In the other session, participants outlined several general policy suggestions concerning which agencies should be involved, and how, in providing coordinated vocationally related programming for migrant students.

In addition, participants evaluated the conference in a final, brief session. Results pertaining to the work sessions are described more completely in the following sections.

THE RESEARCH PROJECT

The research project, "Needs, Barriers, and Evaluation of Secondary Migrant Vocational Education: An Assessment of Programs in HEW Region IV," involved a survey of all local vocational and migrant education administrators in the southeastern United States. Data were compiled by means of the Delphi Technique on perceived barriers and needs for the provision of services, strategies useful for serving the target population, and the relative importance of the various needs and barriers.

The primary purpose of the study was to construct a comprehensive, beginning data base concerning vocational education for the target population. To accomplish this purpose, several objectives were generated to direct the research activity, including the following:

1) Produce a major data/knowledge base about vocational education for secondary age migrant students, concentrating on vocationally related needs and barriers with emphasis on eastern states;

2) Delineate and prioritize major issues which require resolution for this population;

3) Identify illustrative, innovative, and/or successful procedures, techniques and practices for serving the target population;

4) Identify, describe, and evaluate the characteristics of state vocational education delivery systems for the target population; and

5) Generate recommendations concerning how vocational education can be made more effective for the target population.

Findings pertaining to these objectives were presented by project staff at the dissemination conference. These results are presented elsewhere in this Final Report.

WORK SESSION #1: FORCE FIELD ANALYSIS

The survey produced a quantified measure of the most critical barriers, as perceived by local administrators. Conference participants were asked to address two of the three most critical barriers in a structured group interaction. Each barrier was converted to a goal statement and subjected to an analysis that permitted articulation of all the forces for and all the forces against achievement of the goal. In addition, the task group formulated general strategies for achieving each goal.

Group I

Program Goal: Create a comprehensive, effective program for secondary school age migrant students that can overcome the fact of frequent movement from LEA to LEA.

Forces For:

1. All communities recognize the problems of transient populations;
2. MSTRS is available for use:
3. Parts of performance-based curricula have been developed and produced;
4. Every LEA is a kind of a delivery system;
5. There is a potential for increased use of facilities and equipment;
6. There is often a prevailing community attitude in favor of assisting special populations;

7. Programs can be/and are being developed on a short-term basis;
8. There is a continuing need for highly skilled labor; and
9. There is an interstate skills list.

Forces Against:
1. No political base of advocacy for the idea;
2. Compulsory education laws often cannot be enforced;
3. There is non-acceptance of the goal in many communities;
4. There are territorial and liability problems in sharing facilities and equipment;
5. Few (no) effective programs have been developed;
6. There is a general lack of awareness among migrants of opportunity, need or problem;
7. There is little (no) continuity in program offerings;
8. There is a language barrier;
9. There is a lack of funds for secondary migrant student programs;
10. There is a lack of agency coordination; and
11. The poorer, insufficient facilities are usually found in the rural areas--the same areas frequented by migrants.

Potential Strategies to Achieve Goal:

1. Develop coordinated programming through a series of interagency agreements.
2. Increase public relations efforts for special populations within communities.
3. Establish better information on need and potential, including a "child-find" kind of notion.
4. Create modified, evening, short-term programs.
5. Provide pre-service and in-service training to assist teachers to meet need.
6. Better utilize all available support services.

Group II

Program Goal: Create a migrant vocational program that has a high degree of parental support.

Forces For:
1. There is a general belief in education as a vehicle to improve the future;
2. The parent is the person with the best knowledge of the child;
3. There may be common denominators (of interest or access by institution) among migrants;
4. There are several state agency model demonstration programs that could be adopted;
5. There are tax breaks available in cooperative programs;

6. There are "sales" advantages in (a) promoting family togetherness and (b) advantages to growers in terms of morale; and
7. There are regulations in the law.

Forces Against:

1. Migrant mobility;
2. Time scheduling problems--it is hard for parents to find time or get away;
3. There is a basic distrust of educators among migrants;
4. Migrant families do not understand how to use the system;
5. There is a lack of coordination of resources;
6. There is a lack of know-how among educators concerning how to involve migrants;
7. The regulations of the bureaucratic structure can be a problem;
8. The first responsibility of educators is to the regular school children in the community;
9. There is a lack of commitment among educators about the worth of involving parents;
10. There is limited travel for school personnel; and
11. Bookkeeping is a problem.

Potential Strategies for Achieving Goal:

1. Activity to use parent committees.
2. Fund model demonstration projects; use established vocational education programs as demonstrations.
3. Develop supporting data on wages earned vs. those forfeited.
4. Use vocational skills program to demonstrate new performances learned by students.
5. Create parent programs in order to involve entire families.
6. Unite available resources in a comprehensive program:
   a) planning
   b) resource sharing
   c) evaluation
   d) coordinated definitions
   e) inter- and intra-state and agency agreements
   f) dissemination

WORK SESSION #2: NOMINAL GROUP PROCEDURE

The conference participants were divided into small task groups and provided with the nominal group structure and an SSI task leader as they addressed the question of barriers that inhibit the coordination and integration of migrant and vocational programs.

The general statement of purpose and charge to each group read as follows:

Purpose Statement

> The major purpose of the small task group sessions is to bring together representatives of vocational and migrant educational programs from each of the southeastern states to discuss and plan for the provision of coordinated vocational training to secondary age migrant students. More specifically, the objectives for the small task groups are to: (a) delineate the barriers or problems that inhibit the coordination of migrant and vocational progams; (b) set priorities on those problems that must be addressed; and (c) provide for interaction among personnel with similar responsibilities and mutual concerns.

The output from each group consisted of a prioritized statement of barriers and implications relative to this question. Findings of each work group are presented below.

Group I

The identification and ranking of barriers in Group I produced the following ordered list of important barriers:

Highest Priority Items

1. Low SEA priority for secondary program;
2. No clear mandate to provide coordinated services;
3. Insufficient data base to demonstrate need for special services;
4. Different agencies use different definitions of the target population; and
5. There are few model programs after which to plan a system.

Other Items

6. Various persons with responsibilities separated by space and role;
7. Funds splintered between youth and adult so no funds left for secondary education;
8. Mainstreaming migrant student;
9. Sometimes classes already filled when migrants arrive;
10. Different sources of funds and different guidelines and different definitions are inhibitory;
11. Unaware of options because no longer in school;
12. Parents unaware of what is offered at school;

13. Vocational personnel exhibit cultural and ethnic bias against target population;
14. Lack of effective recruitment programs for secondary age migrant student;
15. No history of vocational education-migrant cooperation;
16. Lack of political support within the community;
17. Equipment, supplies and materials needed for such a short-term program are expensive; and
18. Funding based on "non-applicable" criteria of success (different definition).

Group II

The identification and ranking of barriers in Group II produced the following ordered list of important barriers:

Highest Priority Items

1. There are different and dissimilar guidelines used for each program;
2. There is a lack of hard data for planning purposes;
3. There is potential unadaptability of traditional programs to such special populations;
4. Vocational education has specific (restrictive) funding policies; and
5. There is no clear designation of who should assume the leadership role.

Other Items

6. LEA autonomy of program design and operation;
7. Beer budget--champagne tastes;
8. Committees of administrators vary because of different backgrounds;
9. Location of programs under different auspices;
10. Migrant vocational education won't reward monetarily (vocational education is funded on basis of student completion of course);
11. Conflicting philosophies of course of study;
12. No coordination of resources (manpower, finance);
13. Apathetic population (local community);
14. Lack of effective referral networks;
15. No time for additional assignment;
16. Lack of personnel;
17. Empire building--turf protection;
18. Lack of knowledge of migrant education programs by vocational educators;
19. Goals want to achieve already there;
20. Lack of parental support; and
21. Difficulty of transfer of records between agencies.

An examination of suggested high priority barriers revealed that several of the more important priority items were similar between the two groups. More specifically, the lack of a sufficient data base for planning purposes, the different definitions and guidelines, and the lack of a clear mandate for services were viewed as important by respondents in both groups. In addition, a number of the other listed items were similar between the two groups. All the information could be useful in developing educational policy for the target population.

WORK SESSION #3: POLICY

A brief period of time was devoted to consideration of the issue of policy, particularly the types of interagency agreements that would facilitate the provision of vocational education to the target population. Of particular concern was the specification of the agencies that should be involved and what some of the roles of these agencies might be. The following suggestions were offered:

Agency/Organization:	Vocational Education
Roles:	curriculum placement evaluation follow-up research and development
Agency/Organization:	Migrant Education
Roles:	identification recruitment referral staff development parental involvement research and development
Agency/Organization:	Special Education
Roles:	teach development of IEP teach assessment
Agency/Organization:	Department of Labor (CETA)
Roles:	training placement staff development

Agency/Organization:	Adult Education
Roles:	staff development curriculum guidance services
Agency/Organization:	Vocational Rehabilitation
Roles:	counseling identification/referral/assessment

CONFERENCE EVALUATION

Format and Content

Participants were asked to evaluate the conference by reacting to a brief questionnaire focused on conference organization and activities as well as individual perception of how the conference may have involved each participant individually. Sixteen of the eighteen conference participants completed the information request.

In general, the participants' evaluation of the conference was very favorable with certain aspects of the activities being rated more favorably than other activities. Overall conference organization as well as the use of small task groups to collect, process and discuss questions were well received. Sixty percent or more of the participants rated each of these items as excellent. Other items such as the use of a conference to stimulate interaction and clarify received ratings of good to excellent. The usefulness of conferences as a means of disseminating research findings as well as the direct applicability of these research findings were rated less favorably. Comments related to these items, particularly about how certain aspects of the conference could be improved for future conferences, related to providing more time for activities and further developing findings for programmatic use at the local level.

A. Please rate each of the items below (poor, fair, good or excellent) in terms of how well you feel each contributed to the conference. Space is also provided for comments.

	Poor	Fair	Good	Excellent	Comments
1. The overall organization of the conference, including the agenda and format for addressing the topic and related issues.			10%	90%	1. Well planned 2. Best organized ever 3. Every moment was used 4. Never seen a better "mini-conference"
2. Clarity of the presentation on results, findings and issues pertaining to the research project.			40%	60%	1. Clear and well thought out 2. Could have used more time 3. Not enough time
3. Usefulness and relevance of information pertaining to preliminary findings to your problems.		10%	60%	30%	1. Good resource information that should lead to further research 2. Should aid in development of migrant vocational education
4. Use of small task groups (Nominal Group Process) to elicit, and rank barriers and problems to the coordination of services.			40%	60%	1. Well organized
5. Use of small groups (Force Field Techniques) to address causes and potential solutions to major barriers.			30%	70%	1. Well organized 2. Could have used more time
6. Use of a structured conference as a means of stimulating interactions among personnel from involved and accountable agencies.			40%	60%	1. Good technique for this purpose
7. Use of conference as a means of disseminating research information.		10%	40%	50%	1. Good technique 2. Wish more could attend

Individual Impact

Conference participants were asked to express their extent of agreement or disagreement with statements related to understanding as a result of participation in the conference. For all items, the overwhelming majority of conference participants agreed or agreed very much with the statements. Particularly important was the perceived impact on increased understanding of major issues that must be addressed, needs and barriers and improved interagency communication and cooperation within and between states as a strategy for improving vocational education to the target population.

B. Please read each of the statements presented below and indicate whether you "agree very much," "agree," "disagree," or "disagree very much," with each statement by placing a check (√) in the appropriate column.

	Agree Very Much	Agree	Disagree	Disagree Very Much
1. As a result of this conference, I have a better understanding of the issues involved and the general nature and state-of-the-art of vocational education for the target population.	80%	20%		
2. As a result of this conference, I have a better understanding of needs which must be met and barriers which must be overcome if vocational education for secondary age migrant students is to be performed successfully.	70%	30%		
3. I have a good understanding of the priority areas which need to be addressed if we are to implement more successful vocational education programs for the target population.	30%	70%		
4. I have a better understanding of the need and potential for increased communication and cooperation among personnel from agencies with similar or overlapping responsibilities for the target population.	70%	30%		
5. As a result of the conference, I have a better understanding of program elements that characterize exemplary vocational program efforts for the target population.	40%	50%	10%	

Additional Comments

Participants were invited to register any additional comments they might have that pertained to the conference. Responses to this invitation resulted in the following list of comments:

General Comments:

1. Very good meeting
2. Good work and statistical information
3. Presenters adept at presenting and soliciting; appreciate being invited
4. Very interested in results
5. Participants' input and planning excellent; leaders stimulating and helpful
6. An implied goal is to educate people out of migrant labor, that being there is bad. Our position is to provide them opportunities to choose alternate life styles and be good managers of their lives and resources. If they choose the migrant life, so be it.
7. Like the way the conference moved along

Summary

The evaluation indicates that the conference was successful in achieving its objectives. Personnel supported activities such as this conference which bring them together to discuss mutual problems, identify areas of mutual interest and concern, and initiate steps toward more effective cooperation and coordination. Conference participants also recognized that the coordination, cooperation, and problem solving strategies required to really impact upon improving vocational education programs for migrant students will have to come from more than just a one-day conference. However, the conference, the findings and the structured work sessions are a constructive beginning. Further, project information is needed, well received and holds promise for use.

APPENDIX B

North Carolina Findings

NORTH CAROLINA DELPHI RESULTS:
NEEDS AND BARRIERS BY RESPONDENT CATEGORY

One aspect of the study involved examining the responses of North Carolina vocational directors and migrant coordinators.

In North Carolina, 13 of 24 vocational directors and 16 of 24 migrant coordinators responded to Phase III of the questionnaire. This was a slightly higher percentage of respondents than for the questionnaire as a whole.

Needs and barriers listed by North Carolina vocational directors and migrant coordinators were similar to those listed by respondents from the region as a whole.

Results of North Carolina respondents' combined needs statements are presented in Table 1. North Carolina respondents' five top ranking needs statements were similar to the needs reported by the respondents from all states combined. In fact, the needs were identical as was the ranked order except that numbers three and four were reversed. Again, "appropriate guidance and counseling services ...," and "developmental and remedial classes ..." received considerably more support than other needs statements.

Table 2 presents North Carolina respondents' barrier statements. The five top ranking barriers statements were the same five statements received for all states combined, although not in identical order. "Constant movement from one LEA to another ..." and "irregular school attendance ..." were the two most significant barriers. Interestingly, North Carolina respondents ranked "many vocational programs are not designed to be short-term ..." considerably higher than did the region's respondents combined.

Needs and barriers statements by North Carolina vocational directors and by migrant coordinators separately are presented in Tables 3 and 4. Vocational directors' top five ranking needs were the same as for both groups combined (see Table 1), although they were not in identical order. These administrators overwhelmingly considered "appropriate guidance and counseling services ..." to be their most significant need.

Table 1

NORTH CAROLINA DELPHI RESULTS: RANKINGS OF NEEDS STATEMENTS
BY N.C. VOCATIONAL DIRECTORS AND MIGRANT COORDINATORS COMBINED
(Needs statements are listed according to final Regional Delphi results)

Regional Priority Rank	Needs Statement	Total N.C. Vote	N.C. Rank
1	Appropriate guidance and counseling services are needed to assist students in career awareness and planning.	2134	1
2	Developmental and remedial classes in basic math, reading and writing skills are needed to prepare migrant students to perform better in vocational education programs.	1406	2
3	Teachers need specific techniques that assist migrant students in attaining a better self-image and having control over their own lives.	476	4
4	A uniform and comprehensive curriculum, designed to provide continuity in vocational instruction for migrant students, needs to be developed for inter- and intrastate use.	880	3
5	Curriculum for migrant students needs to be tailored to meet the individual learning needs of each student.	210	5
6	There is a need for increased parent involvement/cooperation in the educational program for secondary migrant students.	70	8
7	Migrant students should be trained in vocations that have openings for graduates, including vocational opportunities created by changing agricultural technology.	168	6
8	Additional curriculum and vocational-type training designed to assist secondary age migrant students in developing life and/or survival skills are needed.	108	7
9	A wider scope of vocational education including on-the-job training is needed in order to upgrade migrant students' skills to job-entry level.	2	19
10	Instructional materials that do not require high level math/reading/verbal skills, such as audio-visual training aids, are needed for migrant vocational programs.	6	14
11	A curriculum, designed around short-range vocational goals, geared to migrant life experience and based on flexible non-reading related entrance requirements, is needed.	0	
12	Program accounting and planning paperwork requirements need to be reduced; e.g., semi-annual performance and financial reports, local project applications and amendments.	3	16
13	Additional up-to-date equipment, tools, and materials are required in order to provide vocational programs during the regular and extended day to migrant students.	36	9
14	More flexible scheduling, such as minimum 2-hr instructional block and "after hours" scheduling of vocational classes is needed.	24	11
15	Transportation for migrant students to and from the training site is needed.	6	14
16	A uniform system, supplementing the MSRTS, which will furnish the most recent information on individual migrant student's vocational performance and achievement, particularly credits, is needed.	14	12

Table 1 (Continued)

NORTH CAROLINA DELPHI RESULTS: RANKINGS OF NEEDS STATEMENTS
BY N.C. VOCATIONAL DIRECTORS AND MIGRANT COORDINATORS COMBINED
(Needs statements are listed according to final Regional Delphi results)

Regional Priority Rank	Needs Statement	Total N.C. Vote	N.C. Rank
17	Non-local funding of migrant education programs is needed.	28	10
18	In-service training for vocational instructors, such as knowledge of Spanish for effective communication and individualized instruction techniques is needed in order for instructors to meet the special needs of migrant students.	0	
19	Special educational programs are needed to deal with the varied and unpredictable work and life schedules of migrants.	0	
20	An attitude change is needed, such as better acceptance of migrant students by other students and teachers.	3	16
21	Present voc-ed programs need to be expanded to include training the non-English speaking migrant to be fluent in everyday English conversation.	0	
22	For planning purposes, educators need to become aware of the distance and time required for migrant students to complete their annual job cycle.	3	16
23	In order to facilitate the eligibility certification process, school officials should be authorized to certify eligibility of migrant children.	0	
24	Special personnel, e.g., bilingual and special education teachers, vocational coordinators and tutors, are necessary for successfully meeting migrant students' needs.	2	19
25	Alternative procedures need to be developed that enable voc. educators to identify and contact migrant youth, especially those over the compulsory age.	0	
26	More vocational facilities (sites) are needed to serve migrant students.	8	13
27	More cooperation is needed from employers in providing jobs for migrants who graduate from vocational programs.	0	
28	Crew leaders should be recognized as surrogate guardians of school-age youth.	0	
29	Uniform definitions of a migrant student and service eligibility criteria are needed.	0	
30	Bilingual and non-English materials must be provided for some students to overcome language barriers.	0	
31	In-service training for bilingual education staff in voc-ed concepts and objectives is needed.	0	

Table 2

NORTH CAROLINA DELPHI RESULTS: RANKINGS OF BARRIERS STATEMENTS
BY N.C. VOCATIONAL DIRECTORS AND MIGRANT COORDINATORS COMBINED
(Barriers statements are listed according to final Regional Delphi results)

Regional Priority Rank	Barriers Statement	Total N.C. Vote	N.C. Rank
1	Constant movement from one LEA to another is a barrier.	885	1
2	Irregular school attendance, often attributed to employers' needs, is a handicap to worthwhile participation in a vocational program.	832	2
3	It is difficult to include parents in the educational program of the student due to items such as the lack of parental support and/or lack of parental understanding of the educational program.	350	5
4	Many vocational programs are not designed to be short-term; therefore, due to high mobility the migrant student receives little or no transferrable credit for the work completed.	735	3
5	Migrant students often lack the interest and motivation required to acquire basic vocational skills.	432	4
6	A lack of consistency and continuity in vocational training exists when students move frequently.	72	8
7	Students who qualify as "migrant" are scattered--one here, one there--usually too few to set up any kind of specific program.	96	6
8	There is extreme difficulty in trying to coordinate programs between school systems, states and varying job markets in diverse geographical settings.	40	9
9	Inadequate facilities (sites/space) are a barrier to operating a successful vocational program for migrant students.	96	6
10	Cultural and socio-economic differences and misunderstandings lead to indifferences, poor community attitudes toward educational programs and a lack of concern for the future.	2	16
11	Sufficient funding is not available to equip and/or operate a proper vocational program, particularly one providing both career and vocational education.	30	10
12	Lack of training personnel who might develop appropriate vocational curriculum for migrants is a barrier.	4	14
13	Prejudice and/or hostile feelings often cause educators to oppose programs for secondary migrant students.	8	13
14	Many secondary vocational programs are not designed with the flexibility to provide both vocational skills and life skills	12	12
15	Lack of transportation to and from the training facility often prevents secondary migrant students from enrolling in a vocational program.	2	16
16	Scheduling difficulties, such as the inability to provide evening programs, are created by the distance between vocational facilities and migrant camps.	15	11
17	It is difficult to coordinate the efforts of staff from different areas on a joint objective like migrant vocational education.	0	
18	Most migrant students have limited pre-vocational and/or career exploration experience.	1	19

Table 2 (Continued)

NORTH CAROLINA DELPHI RESULTS: RANKINGS OF BARRIERS STATEMENTS
BY N.C. VOCATIONAL DIRECTORS AND MIGRANT COORDINATORS COMBINED
(Barriers statements are listed according to final Regional Delphi results)

Regional Priority Rank	Barriers Statement	Total N.C. Vote	N.C. Rank
19	Finding employers to cooperate in on-the-job training programs and/or willing to offer permanent employment to migrant students is difficult.	2	16
20	The time requirement for transferring student records from school to school restricts effective planning for these students.	3	15
21	Policy problems prevent development of clear guidelines of responsibilities at LEA, county, region and state levels.	1	19
22	There is a communication problem when many students speak English as a second language while program staff does not have complementary second language capability.	0	
23	Lack of materials prevents successful program operation.	0	
24	Program intake procedures, such as screening tests which involve reading, create enrollment difficulties for migrant students.	0	
25	Lack of equipment is a barrier to providing successful programs.	0	
26	Lack of multilingual staff is a barrier to providing effective programs.	0	
27	Local programs lack proper in-service opportunities.	0	
28	Restrictive eligibility requirements are a barrier to providing successful programs.	0	

Table 3

NORTH CAROLINA DELPHI RESULTS: RANKINGS OF NEEDS STATEMENTS
BY N.C. VOCATIONAL DIRECTORS AND MIGRANT COORDINATORS SEPARATELY
(Needs statements are listed according to final Regional Delphi results)

egional riority Rank	Needs Statement	Vocational Directors		Migrant Coordinators	
		Total N.C. Vote	N.C. Rank	Total N.C. Vote	N.C. Rank
1	Appropriate guidance and counseling services are needed to assist students in career awareness and planning.	539	1	528	2
2	Developmental & remedial classes in basic math, reading & writing skills are needed to prepare migrant students to perform better in vocational education programs.	132	2	676	1
3	Teachers need specific techniques that assist migrant students in attaining a better self-image and having control over their own lives.	60	5	198	4
4	A uniform & comprehensive curriculum, designed to provide continuity in vocational instruction for migrant students, needs to be developed for inter- and intrastate use.	114	3	360	3
5	Curriculum for migrant students needs to be tailored to meet the individual learning needs of each student.	78	4	32	8
6	There is a need for increased parent involvement/cooperation in the education program for secondary migrant students.	6	9	35	7
7	Migrant students should be trained in vocations that have openings for graduates, including vocational opportunities created by changing agricultural technology.	14	6	84	5
8	Additional curriculum & vocational-type training designed to assist secondary age migrant students in developing life and/or survival skills are needed.	3	11	75	6
9	A wider scope of voc-ed including on-the-job training is needed in order to upgrade the migrant student's skills to job-entry level.	0		2	12
10	Instructional materials that do not require high level math/reading/verbal skills, such as audio-visual training aids, are needed for migrant vocational programs.	0		6	10
11	A curriculum, designed around short-range vocational goals geared to migrant life experience & based on flexible non-reading entrance requirements, is needed.	0		0	
12	Program accounting & planning paperwork requirements need to be reduced;e.g., semi-annual performance and financial reports, local project applications and amendments.	3	11	0	
13	Additional up-to-date equipment, tools, & materials are required in order to provide vocational programs during the regular and extended day to migrant students.	1	17	24	9
14	More flexible scheduling, such as minimum two-hour instructional block and "after hours" scheduling of vocational classes is needed.	12	8	2	12
15	Transportation for migrant students to and from the training site is needed.	0		6	10
16	A uniform system, supplementing the MSRTS, which will furnish the most recent information on individual migrant student's vocational performance and achievement, particularly credits, is needed.	14	6	0	

Table 3 (Continued)

NORTH CAROLINA DELPHI RESULTS: RANKINGS OF NEEDS STATEMENTS
BY N.C. VOCATIONAL DIRECTORS AND MIGRANT COORDINATORS SEPARATELY
(Needs statements are listed according to final Regional Delphi results)

egional riority Rank	Needs Statement	Vocational Directors		Migrant Coordinators	
		Total N.C. Vote	N.C. Rank	Total N.C. Vote	N.C. Rank
17	Non-local funding of migrant education programs is needed.	6	9	0	
18	In-service training for voc. instructors, such as knowledge of Spanish for effective communication & individualized instruction techniques is needed in order for instructors to meet the special needs of migrant students.	0		0	
19	Special educational programs are needed to deal with the varied & unpredictable work & life schedules of migrants.	0		0	
20	An attitude change is needed, such as better acceptance of migrant students by other students and teachers.	3	11	0	
21	Present voc-ed programs need to be expanded to include training the non-English speaking migrant to be fluent in everyday English.	0		0	
22	For planning purposes, educators need to become aware of the distance and time required for migrant students to complete their annual job cycle.	3	11	0	
23	To facilitate the eligibility certification process, school officials should be authorized to certify eligibility of migrant children.	0		0	
24	Special personnel, e.g., bilingual and special education teachers, voc. coordinators & tutors, are necessary for successfully meeting migrant students' needs.	2	16	0	
25	Alternative procedures need to be developed that enable voc. educators to identify & contact migrant youth, especially those over the compulsory age.	0		0	
26	More vocational facilities (sites) are needed to serve migrant students.	3	11	1	14
27	More cooperation is needed from employers in providing jobs for migrants who graduate from vocational programs.	0		0	
28	Crew leaders should be recognized as surrogate guardians of school-age youth.	0		0	
29	Uniform definitions of a migrant student and service eligibility criteria are needed.	0		0	
30	Bilingual and non-English materials must be provided for some students to overcome language barriers.	0		0	
31	In-service training for bilingual education staff in vocational education concepts and objectives is needed.	0		0	

Table 4

NORTH CAROLINA DELPHI RESULTS: RANKINGS OF BARRIERS STATEMENTS
BY N.C. VOCATIONAL DIRECTORS AND MIGRANT COORDINATORS SEPARATELY
(Barriers statements are listed according to final Regional Delphi results)

Regional Priority Rank	Barriers Statement	Vocational Directors		Migrant Coordinators	
		Total N.C. Vote	N.C. Rank	Total N.C. Vote	N.C. Rank
1	Constant movement of students from one LEA to another is barrier.	224	1	217	2
2	Irregular school attendance, often attributed to employers' needs, is a handicap to worthwhile participation in a vocational program.*	208	2	208	3
3	It is difficult to include parents in the educational program of the student due to items such as the lack of parental support and/or lack of parental understanding of the educational program.	56	5	126	5
4	Many vocational programs are not designed to be short-term; therefore, due to high mobility the migrant student receives little or no transferrable credit for the work completed.	75	3	340	1
5	Migrant students often lack the interest and motivation required to acquire basic vocational skills.	70	4	154	4
6	A lack of consistency and continuity in vocational training exists when students move frequently.	6	8	36	8
7	Students who qualify as "migrant" are scattered--one here, one there--usually too few to set up any kind of specific program.	3	10	65	6
8	There is extreme difficulty in trying to coordinate programs between school systems, states and varying job markets in diverse geographical settings.	27	6	1	14
9	Inadequate facilities (sites/space) are a barrier to operating a successful vocational program for migrant students.	10	7	44	7
10	Cultural & socio-economic differences & misunderstandings lead to indifferences, poor community attitudes toward educational programs & a lack of concern for the future.	2	11	0	
11	Sufficient funding is not available to equip and/or operate a proper voc. program, particularly one providing both career and vocational education.	4	9	12	10
12	Lack of trained personnel who might develop appropriate vocational curriculum for migrants is a barrier.	1	14	1	14
13	Prejudice and/or hostile feelings often cause educators to oppose programs for secondary migrant students.	0		8	12
14	Many secondary voc. programs are not designed with the flexibility to provide both voc. skills and life skills.	0		12	10
15	Lack of transportation to & from the training facility often prevents secondary migrant students from enrolling in a vocational program.	2	11	0	
16	Scheduling difficulties, such as the inability to provide evening programs, are created by the distance between vocational facilities and migrant camps.	0		15	9

Table 4 (Continued)

NORTH CAROLINA DELPHI RESULTS: RANKINGS OF BARRIERS STATEMENTS
BY N.C. VOCATIONAL DIRECTORS AND MIGRANT COORDINATORS SEPARATELY
(Barriers statements are listed according to final Regional Delphi results)

gional iority Rank	Barriers Statement	Vocational Directors		Migrant Coordinators	
		Total N.C. Vote	N.C. Rank	Total N.C. Vote	N.C. Rank
17	It is difficult to coordinate the efforts of staff from different areas on a joint objective like migrant vocational education.	0		0	
18	Most migrant students have limited pre-vocational and/or career exploration experience.	0		1	14
19	Finding employers to cooperate in on-the-job training programs and/or willing to offer permanent employment to migrant students is difficult.	2	11	0	
20	The time requirement for transferring student records from school to school restricts effective planning for these students.	0		3	13
21	Policy problems prevent development of clear guidelines of responsibilities at LEA, county, region and state levels.	1	14	0	
22	There is a communication problem when many students speak English as a second language while program staff does not have complementary second language capabilities.	0		0	
23	Lack of materials prevents successful program operation.	0		0	
24	Program intake procedures, such as screening tests which involve reading, create enrollment difficulties for migrant students.	0		0	
25	Lack of equipment is a barrier to providing successful programs.	0		0	
26	Lack of multilingual staff is a barrier to providing effective programs.	0		0	
27	Local programs lack proper in-service opportunities.	0		0	
28	Restrictive eligibility requirements are a barrier to providing successful programs.	0		0	

Four of the migrant coordinators' top five ranking needs were the same as the vocational directors and both groups combined although they were not in identical order. The fifth ranking need, "migrant students should be trained in vocations that have openings for graduates ..." was ranked sixth by both vocational directors and by both groups combined. However, migrant coordinators listed "developmental and remedial classes in basic math, reading and writing ..." as their greatest need and considered it significantly more important than did the vocational directors. "Appropriate guidance and counseling services ...," the vocational directors' most important need, was also considered a high priority by the migrant coordinators.

The barriers statements of vocational directors were identical to those of the respondents combined, with "constant movement of students ..." and "irregular school attendance ..." again receiving significant support as the two greatest barriers. However, migrant coordinators designated "many vocational programs are not designed to be short-term ..." as their primary barrier with "constant movement of students ..." and "irregular school attendance ..." ranked second and third respectively.

Of particular interest was the question of whether the needs and barriers listed by the respondents reflected problems encountered in attempting to meet specified State objectives for migrant education. Listed below are the 15 North Carolina State objectives for Migrant Education that each LEA is held responsible for supporting:

1) To assist in the identification and enrollment of migrant children and youths in the migrant education projects.

2) To assist in the development of programs of instruction in the academic disciplines according to the assessed needs of migrant children.

3) To promote activities designed to advance the migrant child's social growth and group interaction skills.

4) To provide for a program of supporting services in the areas of medical, dental, nutritional, and social services for migrant children.

5) To provide technical and consultant services in the planning, operation, and evaluation of local migrant projects.

6) To provide for the extension of total services to migrants through interagency cooperation and coordination.

7) To provide supplementary programs of instruction to improve the occupational skills of migrant youths.

8) To promote the active involvement of migrant parent advisory councils in the local migrant education projects.

9) To cooperate in the interstate exchange of student records through the Migrant Student Record Transfer System.

10) To provide opportunities for improving staff competencies in the use of innovative and effective teaching techniques through preservice and inservice education.

11) To promote interstate cooperation and program continuity for migrant children.

12) To provide opportunities for supporting personnel to improve their competencies through appropriate training.

13) To evaluate the academic and social progress of migrant children in the local projects on the basis of objective and subjective data.

14) To promote fiscal management procedures commensurate with legislative requirements and program guidelines.

15) To provide for appropriate dissemination of program information.

Many of the above objectives are directed toward elementary education children and correctly so, given the emphasis of most migrant programs. Many of the objectives which are directed toward secondary as well as elementary migrant students encompass academic as well as vocational education. Objective #7 is the only objective that deals directly with vocational education. Many objectives include a total array of services rather than just an educational approach to serving migrant students.

Given these qualifications, project staff selected those objectives that could be interpreted as including vocational education and compared North Carolina respondents' needs and barriers to those objectives in an attempt to determine if respondent needs and barriers reflect difficulty in meeting the State objectives for migrant education.

Using the above criteria we selected objectives numbers 1, 5, 6, 7, 8, 9, 10, 11, 12 and 13 as objectives that could be considered either directly or indirectly related to or having potential impact on the delivery of vocational education to secondary migrant students. We then compared these objectives

to North Carolina respondents' needs and barriers to see if the needs and barriers reflected difficulty with meeting these objectives.

The following list presents the State objectives and comparable needs and barriers that respondents have listed.

North Carolina State Objective	Needs/Barriers Priority Rank Statement #
1. To assist in the identification and enrollment of migrant children and youths in the migrant education projects.	None
5. To provide technical and consultant services in the planning, operation and evaluation of local migrant projects.	None
6. To provide for the extension of total services to migrants through inter-agency cooperation and coordination.	Barrier Statement #8
7. To provide supplementary programs to improve the occupational skills of migrant youth.	Need Statements #1,2,4,7,8,9, 17,26 Barrier Statements #4,6,7,9,11, 12,14,15,16,17,18
8. To promote active involvement of migrant parent advisory councils in the local migrant education projects.	Need Statement #6 Barrier Statement #3
9. To cooperate in the interstate exchange of student records through the Migrant Student Record Transfer System.	Need Statement #16 Barrier Statement #20
10. To provide opportunities for improving staff competencies in the use of innovative and effective teaching techniques through preservice and in-service education.	Need Statements # 3,18,20,22 Barrier Statements # 12,13,17
11. To promote interstate cooperation and program continuity for migrant children.	Need Statements #4,16 Barrier Statements #4,6,8
12. To provide opportunities for supporting personnel to improve their competencies through appropriate training.	Need Statement #1
13. To evaluate the academic and social progress of migrant children in the local projects on the basis of objective and subjective data.	Need Statement #16

In comparing respondents' needs and barriers to State Migrant Education Department objectives, project staff noted that the State objectives were not addressed to providing vocational education to migrant students, except in a supplementary manner and therefore were not intended to serve as resolutions to the needs and barriers listed by respondents. The real question was whether the State objectives in combination with certain needs and barriers could lay the foundation for providing vocational education through a combination of achieving the objectives of the State Migrant Education Department and coordination of this office with the State Department of Vocational Education. Four areas of comparison were addressed:

1) Correspondence between state objectives and needs and barriers that laid a foundation for program development;
2) State objectives that did not apply to providing vocational education to secondary migrant students;
3) State objectives that did apply to providing vocational education to secondary migrant students and that were not addressed in the suggested needs and barriers;
4) North Carolina respondents' needs and barriers that the State objectives did not address.

As noted in the preceding section, there was substantial correspondence between State migrant objectives and suggested needs and barriers. Only two of the top ten needs and three of the top ten barriers were not in correspondence. The greatest correspondence between State objectives and needs and barriers were objectives #7, 10 and 11. These objectives dealt with providing supplementary programs to improve occupational skills (#7), improving staff competencies in the use of innovative and effective teaching techniques through preservice and inservice education (#10), and promoting interstate cooperation and program continuity (#11).

The objectives, needs and barriers documented the need for increased interagency coordination as a strategy for meeting the objectives, overcoming the barriers and fulfilling the needs. Among these most critical issues in this regard were the issues of program development and staff development. Of particular concern was the development and use of appropriate curriculum,

support services and teacher training. Importantly, the correspondence between administrator perceptions, the State migrant program objectives, the suggested needs and barriers and the existing vocational program, has provided a basis for future coordinated development.

State objectives that did not apply to providing vocational education to secondary migrant students included the following three objectives:

#2. To assist in the development of programs of instruction in the academic disciplines according to the assessed needs of the migrant children.

#3. To promote activities designed to advance the migrant child's social growth and group interaction.

#4. To provide a program of supporting services in the area of medical and dental health, nutrition and social services for migrant children.

While these objectives were perceived as highly critical to a comprehensive program of services--and therein important to vocational education--they were viewed as supplemental in creating a coordination of services between vocational education and migrant education.

Several objectives applied to vocational education, but were not addressed in the suggested needs and barriers related to the provision of vocational education. These objectives included State objectives #1 and 5. Objective #1 dealt with identification and enrollment of migrant children and youths in migrant education projects. The North Carolina Migrant Education State Evaluation Report (1976) listed recruitment of migrant students as a major facet in providing educational services to the migrant population. No major suggested need and/or barrier corresponded to this objective; it would seem that North Carolina migrant educators have been successful in meeting this objective.

Objective #5 provided for State technical and consultant services in the planning, operation and evaluation of local migrant projects. The Migrant Education Office addressed what it considered to be accomplishment of this objective in the 1976 State Evaluation Report. According to the report, migrant consultants reviewed records and reports, eligibility forms

and coordinated migrant and other LEA programs. In addition, the State, through one of its regional centers provided student data through the Migrant Student Record Transfer System. The regional center also served as a film depository for LEA's. The State also provided curriculum and career education materials. Finally, State consultants reviewed local project proposals and recommended to each LEA measures to best achieve the proposal's goals. Therefore, this objective would seem to have been accomplished.

Fulfillment of each of these objectives could be beneficial in creating a comprehensive educational program that includes vocational education for migrant students.

There were a number of suggested needs and barriers that were not addressed within the State migrant objectives. Again, it is necessary to note that the State Migrant Education Office did not intend to provide comprehensive vocational training to secondary aged migrant students; therefore, their objectives were not necessarily intended to address the vocationally related needs and barriers of North Carolina respondents. Nevertheless, using any objective that could pertain to vocational education and matching them with suggested needs and barriers, only two of the top ten needs and three of the top ten barriers were not addressed by existing objectives. One suggested need (#5) dealt with individualized curriculum while the other (#9) dealt with up-to-date equipment and tools. Neither of these needs was specifically addressed to migrant education but rather to vocational education in general and thus logically would not have been included in the State Migrant Education Objectives.

The omitted barriers were barrier statements #1, 2 and 4. The barriers were judged to have been very important. However, like the "omitted" needs statements, barrier #4 pertained specifically to vocational education. The other suggested barriers dealt with discontinuity in training and programming and were applicable to migrant and vocational education.

Overall, there was marked correspondence between migrant objectives, suggested needs and barriers and the state vocational program. This correspondence holds promise for future development of comprehensive, coordinated programs.

APPENDIX C

Instruments

DELPHI: Round I

Transmittal Letter for Questionnaire #1

System Sciences, Inc.

P.O. Box 2345
Chapel Hill, North Carolina 27514

919 929-7116

RE: Research Project: "Needs, Barriers, and Evaluation of Secondary Migrant Education: An Assessment of Programs in Region IV with Particular Emphasis on North Carolina"

Dear Educator:

Thank you for participating in our study to identify needs and barriers pertaining to providing vocational education to secondary level migrant students. Your insights and perspectives on this issue will be most helpful in future vocational program planning, particularly as it relates to migrant students.

Specifically, we need your help to identify and prioritize needs which must be met and barriers which must be overcome if vocational education programs are to meet the needs of migrant students.

The results of this study will be used in several ways. First, the study will provide the first comprehensive data/knowledge base about the provision of vocational education for secondary age migrant students in the Southeastern United States. Second, the information will assist local, state, regional, and national educators in decision making with respect to the target issues. Third, the information will serve as background data on which U.S.O.E. can develop educational policy concerning vocational education for migrant students. Fourth, the project will bring attention to the issues pertaining to providing educational services to the target population. In addition, each of you will receive a critique of the needs and barriers to providing vocational education to migrant students.

Attached is the first in a series of three questionnaires designed to seek your assistance to clarify these issues. Please complete the enclosed questionnaire and return it to us in time for analysis on . If you have any questions, or need further clarification, please feel free to call me collect at the number provided below.

Again, thank you for your help.

Regards,

Eric Rice
919:929-7116

ER:dml
Ecnlosure

91 111

INSTRUCTIONS TO LOCAL DIRECTORS

Please complete Questionnaire #1 which is attached. A suggested approach to thinking about the target issue would be to focus on vocational education which serves migrant students in the context of the following discussion.

Public Law 94-482, The Education Amendments of 1976, has established the right of all persons to equal access and opportunity for vocational education. More specifically, programs are to be created so that:

> "persons of all ages in all communities of the State, those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market, but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in postsecondary schools, will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training."

Further, exemplary programs using federal funds may be/should be designed to "broaden occupational aspirations and opportunities for youth, with special emphasis given to youth who have academic, socioeconomic, or other handicaps...."

Migrant, secondary age youth qualify for such vocational education because they are a special needs population who are often disadvantaged, speak non-standard English and are located in rural areas. They are, however, a difficult population to serve. In your position as Director of Migrant Education or Director of Vocational Education programs for your local school system, the issue of providing adequate vocational education to migrants in your regular occupational education programs is one which you have considered or will have to consider in the future. Two areas for consideration are (1) needs and (2) barriers.

Your judgments and professional opinions with respect to these two areas are requested. On the attached sheet, please provide a comprehensive list of: (1) needs which have to be met to effectively implement vocational education for migrant students and (2) barriers to implementing a comprehensive vocational education skill training program for secondary age migrant students.

For example, a <u>needs</u> statement which relates to this issue might be:

> In-service training for present staff to work with this student population.

An example of a barriers statement relative to serving and/or initiating programs and serving a migrant student population might be:

> Curricular materials are not developed in a fashion that facilitates easy movement from one school system to another.

After completing the questionnaire, please return it in the pre-addressed, stamped envelope provided. Thank you.

I.D.# _____

QUESTIONNAIRE #1: VOCATIONAL EDUCATION FOR MIGRANT STUDENTS

Given the goal of providing vocational education to migrant students, please list the needs which you feel have to be met and the barriers you feel must be overcome if such programs are to be (a) initiated and (b) effective. Please be clear and concise.

	NEEDS	BARRIERS
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Please return completed questionnaire to: System Sciences, Inc.
P.O. Box 2345
Chapel Hill NC 27514

SYSTEM SCIENCES, INC.

BACKGROUND INFORMATION ON SYSTEM SCIENCES, INC.

System Sciences, Inc. (SSI), a small research and development firm, is a publicly-held Marylard corporation with a full-time staff of approximately 40 professionals and support personnel. Offices are maintained in Bethesda, Maryland, and Chapel Hill, North Carolina.

For the past six years, SSI has been active in research and development projects related to vocational education with particular emphasis on the provision of services to Special Needs Students. SSI work has been conducted in conjunction with federal, state and local education agencies and has addressed questions of national, regional, state and local scope.

Among the projects undertaken by SSI in this period are the following:

Classification System and Definitions of Categories of the Disadvantaged and Handicapped for Reporting on Vocational Education Programs

Computerized Predictive Model to Forecast Voc-Ed Training Needs

A System for Deriving and Comparing Employment Projections with Occupational Education Enrollments and Expected Graduates (State of North Carolina)

A Study on the Utilization of Appalachian Vocational-Technical Education Facilities (Appalachian Regional Commission)

Statewide Assessment and Evaluation of Occupational Programs for Disadvantaged and Handicapped Students (North Carolina State Advisory Council)

Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs

Assessment of Need in Programs of Vocational Education for the Disadvantaged and Handicapped

Mainstreaming the Handicapped in Preparatory Occupational Education Programs in North Carolina

Development of Program Development Models for New Careers for the Handicapped (Career Cluster: Communications and Media)

Vocational Education in Correctional Institutions: State-of-the-Art Assessment of Programs in HEW Region IV

Needs Assessment Procedure: Mainstreaming Handicapped

Additional information is available by contacting System Sciences, Inc. at 919:929-7116 or P.O. Box 2345, Chapel Hill, North Carolina 27514.

SSI is in its 14th year; we operate under the overhead and accounting cognizance of Defense Contract Audit Agency, Silver Spring, Maryland, Identification No. 52-0812417.

PROJECT ABSTRACT

PROJECT NUMBER: 498AH70193 ASS'T. CONTRACT NUMBER: G0077C0069

PROJECT TITLE: Needs, Barriers and Evaluation of Secondary Migrant Vocational Education

PROJECT DIRECTOR AND ORGANIZATION: Eric Rice
System Sciences, Inc.
P.O. Box 2345
Chapel Hill NC 27514

CONTRACT PERIOD: Through Summer 1978

FUNDING AGENCY: U.S. Office of Education, Bureau of Occupational and Adult Education

OBJECTIVES OR PURPOSES: The following objectives were designed to direct project activity:

1. Produce major data/knowledge base about vocational education for secondary age migrant students, concentrating on vocationally related needs and barriers and emphasizing the Eastern Stream;

2. Identify, describe and evaluate the characteristics of state vocational education delivery systems provided for secondary school migrant students in HEW Region IV;

3. Delineate and prioritize major issues which require resolution for this population;

4. Identify illustrative innovative and/or successful procedures, techniques and practices for serving the target population;

5. Evaluate the North Carolina program for strengths and weaknesses and devise a prototypic model, given the restraints of this setting; and

6. Generate recommendations concerning how vocational education can be made more effective for the target population.

PROCEDURE OR APPROACH: The project is designed in two phases. Phase I utilizes the Delphi Technique to identify and assess needs and barriers as articulated by local occupational education program administrators in HEW Region IV. Phase II is an in-depth mailed questionnaire and site visit assessment of 100% of the North Carolina based programs examining the issues of equal access and opportunity from the perspective of administrators, instructors, teachers of the target population and members of the community.

EXPECTED CONTRIBUTION TO EDUCATION: In addition to developing the first comprehensive data/knowledge base about the provision of vocational education for secondary age migrant students in North Carolina and in the Southeastern United States, the project will identify and quantify needs and barriers for serving the target population. Additionally, the project will develop a methodology for collecting information that can be used in other states and regions. Lastly, the project will bring attention to the issues pertaining to serving the target population through the dissemination conference, the popular monograph and the individual state work-ups.

Letter of Endorsement

System Sciences, Inc., a private research firm in Chapel Hill, North Carolina, is under contract with the U.S. Office of Education to conduct a study of the needs and barriers to the provision of vocational education to secondary migrant populations in the Southeastern United States. The goal of the project is to present to the Office of Education the perspectives of local directors, like yourself for the purpose of policy development and decision making at the federal level.

This is not an evaluation. The information asked for is pertinent to the study and useful to those who are in the positions of making decisions regarding the provision of vocational education to migrant populations. I feel that the project goals are important and its impact potentially very great. Consequently, I urge your cooperation and timely attention to this questionnaire.

Sincerely,

DELPHI: Round 2

System Sciences, Inc.

P.O. Box 2345
Chapel Hill, North Carolina 27514

Chapel Hill 919: 929-7116
Durham 919: 286-0711

RE: "Needs, Barriers, and Evaluation of Secondary Migrant Education: An Assessment of Programs in Region IV with Particular Emphasis on North Carolina."

Dear Educator:

Our company has undertaken a study to identify needs and barriers pertaining to providing vocational education to secondary level migrant students. We have coordinated our contact with you through your State Director and are working with your counterparts in each Southeastern state. Your insights and perspectives on this issue will be most helpful in future vocational education program planning, particularly as it relates to migrant students.

Step 1 of the study has been completed. In Step 1, we randomly selected a number of vocational administrators and migrant program coordinators and asked them to identify needs and barriers that they encountered in providing vocational education to migrant students. From their responses we have developed (1) a summary list of 31 needs statements which are contained in Part A of Questionnaire #2 and (2) a summary list of 28 barrier statements which are contained in Part B of Questionnaire #2. We ask that you respond to these two sets of statements. Your cooperation is needed in order to insure that we receive as many qualified opinions as possible as well as to insure a broad representation of perspectives.

Questionnaire #2 is enclosed. Instructions for completing both parts are included at the top of the form. Please complete both parts of Questionnaire #2 and return it to us by November 28, 1978. Use the pre-addressed, stamped envelope provided. If you have any questions or need further clarification, please feel free to call us collect at Area Code 919:929-7116.

The results of this study are to be distributed throughout the region; this, we believe, will assist you in making decisions affecting migrant student issues.

Thank you for your assistance and cooperation.

Sincerely,

Eric Rice

Eric Rice
Project Director

John Poe

John Poe
Principal Investigator

November 14, 1978
ER:teb
Enclosure

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Offices: Suite 208B, Chapel Hill Professional Village, 121 S. Estes Dr., Chapel Hill, N.C.

Corporate Headquarters: Bethesda, Maryland

November 9, 1978

RE: Needs, Barriers and Evaluation of
Secondary Migrant Vocational Education

Dear Educator:

Responses to Questionnaire #1 have been received and analyzed. We are pleased with your responses. You have provided important information that tentatively identifies needs and barriers pertaining to providing vocational education to secondary level migrant students.

Using the needs and barriers statements received from you in Questionnaire #1, project staff have developed (1) a summary list of 31 needs statements which are contained in Part A of Questionnaire #2 and (2) a summary list of 28 barrier statements which are contained in Part B of Questionnaire #2. We would like now for you to respond to these two sets of statements. To achieve as broad a perspective as possible, we encourage you to participate, even if you did not participate in the first questionnaire.

Questionnaire #2 is enclosed. Instructions for completing both parts are included at the top of the form. Please complete both parts of Questionnaire #2 and return it to us by November 28, 1978. Use the pre-addressed, stamped envelope provided. If you have any questions or need further clarification, please feel free to call us collect at Area Code 919:929-7116.

The results of this study are to be distributed through the region; this, we believe, will assist you in making decisions affecting migrant student issues.

Thank you for your assistance and cooperation.

Sincerely,

Eric Rice

Eric Rice
Project Director

John Poe

John Poe
Principal Investigator

ER:dml
Enclosure

November 9, 1978

RE: Needs, Barriers and Evaluation of
Secondary Migrant Vocational Education

Dear North Carolina Educator:

Responses to Questionnaire #1 have been received and analyzed. We are pleased with your responses. You have provided important information that tentatively identifies needs and barriers pertaining to providing vocational education to secondary level migrant students.

Using your responses to Questionnaire #1, a summary list of 31 needs statements contained in Part A of Questionnaire #2 and a summary list of 28 barrier statements contained in Part B of Questionnaire #2 have been developed. We would like now for you to respond to these two sets of statements. We understand and appreciate the fact that we have frequently called upon you the past two years to participate in our studies. These contacts have resulted from the fact that since we are located in North Carolina a primary consideration has been the effect our research will have on N.C. educators and target populations within the State. For that reason, a significant North Carolina response is essential to a successful study. Therefore, even if you did not participate in the first questionnaire we encourage you to spend a few minutes completing this form. Even for those of you whose migrant programs are small or non-existent, your comments on what you believe is necessary to improve or initiate migrant education programs in your area would be most beneficial.

Questionnaire #2 is enclosed. Instructions for completing both parts of Questionnaire #2 are included at the top of the form. Please complete both parts of Questionnaire #2 and return it to us by November 28, 1978. Use the preaddressed and stamped envelope provided. If you have any questions or need further clarification, please feel free to call us collect at Area Code 919:929-7116.

The results of this study are to be distributed throughout the region and this, we believe, will assist you in making decisions affecting migrant student issues.

Thank you for your assistance and cooperation.

Yours truly,

Eric Rice
Project Director

John Poe
Principal Investigator

ER:dml
Enclosure

Respondent I.D. _____

Questionnaire #2

Part A: NEEDS STATEMENTS

Instructions: Please review each of the following items derived from Questionnaire # 1 as important needs that must be met in order to provide effective vocational education to secondary migrant students in HEW Region IV. Please check (✓) whether you agree or disagree with the statement. If you wish to add comments or clarification concerning the statement, please do so in the space provided. Finally, please rank the five most important items as you perceive them. Assign a value of "5" to the most important; "4" to the second, and so on until the fifth item (the least important of the five) is assigned a value of "1".

Rank Order	Statements from Questionnaire #1	Agree	Dis-Agree	Comments
	1. Additional up-to-date equipment, tools, and materials are required in order to provide vocational programs during the regular and extended day to migrant students.			Specific needs are:
	2. For planning purposes, educators need to become aware of the distance and time required for migrant students to complete their annual job cycle.			
	3. A uniform and comprehensive curriculum, designed to provide continuity in vocational instruction for migrant students, needs to be developed for inter- and intrastate use.			
	4. Alternative procedures need to be developed that enable vocational educations to identify and contact migrant youth, especially those over the compulsory age.			
	5. There is a need for increased parent involvement/cooperation in the educational program for secondary migrant students.			
	6. Present vocational education programs need to be expanded to include teaching the non-English speaking migrant to be fluent in everyday English conversation.			
	7. Bilingual and non-English materials must be provided for some students to overcome language barriers.			
	8. Transportation for migrant students to and from the training site is needed.			
	9. More vocational facilities (sites) are needed to serve migrant students.			
	10. Appropriate guidance and counseling services are needed to assist students in career awareness and planning.			Specific needs are:
	11. Additional curriculum and vocational-type training designed to assist secondary age migrant students in developing life and/or survival skills are needed.			
	12. Teachers need specific techniques that assist migrant students in attaining a better self-image and having control over their own lives.			
	13. Instructional materials that do not require high level math/reading/verbal skills, such as audio-visual training aids, are needed for migrant vocational programs.			
	14. Developmental and remedial classes in basic math, reading and writing skills are needed to prepare migrant students to perform better in vocational education programs.			
	15. A wider scope of vocational education including on-the-job training is needed in order to upgrade migrant students' skills to job-entry level.			

Rank Order	Statements from Questionnaire #1	Agree	Dis-Agree	Comments
	16. Migrant students should be trained in vocations that have openings for graduates, including vocational opportunities created by changing agricultural technology.			
	17. A curriculum, designed around short-range vocational goals, geared to migrant life experience and based on flexible non-reading related entrance requirements is needed.			
	18. Uniform definitions of a migrant student and service eligibility criteria are needed.			
	19. In order to facilitate the eligibility certification process, school officials should be authorized to certify eligibility of migrant children.			
	20. More cooperation is needed from employers in providing jobs for migrants who graduate from vocational programs.			
	21. Special educational programs are needed to deal with the varied and unpredictable work and life schedules of migrants.			
	22. Special personnel, e.g., bilingual and special education teachers, vocational coordinators and tutors, are necessary for successfully meeting migrant students' needs.			
	23. Non-local funding of migrant education programs is needed.			
	24. Program accounting and planning paperwork requirements need to be reduced, e.g., semi-annual performance and financial reports, local project applications and amendments.			
	25. In-service training for vocational instructors, such as knowledge of Spanish for effective communication and individualized instruction techniques is needed in order for instructors to meet the special needs of migrant students.			
	26. In-service training for bilingual education staff in vocational education concepts and objectives is needed.			
	27. An attitude change is needed, such as better acceptance of migrant students by other students and teachers.			
	28. More flexible scheduling, such as minimum two-hour instructional block and "after hours" scheduling of vocational classes is needed.			
	29. Crew leaders should be recognized as surrogate guardians of school-age youths.			
	30. Curriculum for migrant students needs to be tailored to meet the individual learning needs of each student.			
	31. A uniform system, supplementing the Migrant Student Record Transfer System, which will furnish the most recent information on individual migrant student's vocational performance and achievement, particularly credits, is needed.			

Additional Comments:

Respondent I.D. _____

Questionnaire #2

Part B: BARRIERS STATEMENTS

Instructions: Please review each of the following items derived from Questionnaire #1 as important barriers that must be overcome in order to provide effective vocational education to secondary migrant students in HEW Region IV. Please check (✓) whether you agree or disagree with the statement. If you wish to add comments or clarification concerning the statement, please do so in the space provided. Finally, please rank the five most important items as you perceive them. Assign a value of "5" to the most important, "4" to the second, and so on until the fifth item (the least important of the five) is assigned a value of "1".

Rank Order	Statements from Questionnaire #1	Agree	Dis-Agree	Comments
	1. Policy problems prevent development of clear guidelines of responsibilities at LEA, county, region and state levels.			
	2. Irregular school attendance, often attributed to employers' needs, is a handicap to worthwhile participation in a vocational program.			
	3. Constant movement of students from one LEA to another is a barrier.			
	4. It is difficult to coordinate the efforts of staff from different areas on a joint objective like migrant vocational education.			
	5. Migrant students often lack the interest and motivation required to acquire basic vocational skills.			
	6. The time requirement for transferring student records from school to school restricts effective planning for these students.			
	7. Inadequate facilities (sites or space) are a barrer to operating a successful vocational program for migrant students.			
	8. Program intake procedures, such as screening tests which involve reading, create enrollment difficulties for migrant students.			
	9. Lack of materials prevents successful program operation.			
	10. Sufficient funding is not available to equip and/or operate a proper vocational program, particularly one providing both career and vocational education.			
	11. Lack of transportation to and from the training facility often prevents secondary migrant students from enrolling in a vocational program.			
	12. Scheduling difficulties, such as the inability to provide evening programs, are created by the distance between vocational facilities and migrant camps.			
	13. It is difficult to include parents in the educational program of the student due to items such as the lack of parental support and/or the lack of parental understanding of the educational program.			
	14. Lack of trained personnel who might develop appropriate vocational curriculum for migrants is a barrier.			
	15. Local programs lack proper in-service opportunities.			

Rank Order	Statements from Questionnaire #1	Agree	Dis-Agree	Comments
	16. There is a communication problem when many students speak English as a second language while program staff does not have complementary second language capabilities.			
	17. Prejudice and/or hostile feelings often cause educators to oppose programs for secondary migrant students.			
	18. Finding employers to cooperate in on-the-job training programs and/or willing to offer permanent employment to migrant students is difficult.			
	19. Many vocational programs are not designed to be short-term; therefore, due to high mobility the migrant student receives little or no transferable credit for the work completed.			
	20. Students who qualify as "migrant" are scattered--one here, one there--usually too few to set up any kind of specific program.			
	21. Most migrant students have limited pre-vocational and/or career exploration experience.			
	22. Many secondary vocational programs are not designed with the flexibility to provide both vocational skills and life skills.			
	23. A lack of consistency and continuity in vocational training exists when students move frequently.			
	24. There is extreme difficulty in trying to coordinate programs between school systems, states and varying job markets in diverse geographical settings.			
	25. Cultural and socio-economic differences and misunderstandings lead to indifference, poor community attitudes toward educational programs and a lack of concern for the future.			
	26. Lack of equipment is a barrier to providing successful programs.			
	27. Lack of multilingual staff is a barrier to providing effective programs.			
	28. Restrictive eligibility requirements are a barrier to providing successful programs.			

Additional Comments:

DELPHI: Round 3

SUMMARY

Questionnaire #2

Tabulating Procedures - explanation of columns on Questionnaire #3

A. Agreement/Disagreement

Percentages of agreement and disagreement for each of the statements were derived by dividing the number of persons indicating agreement and the number of persons indicating disagreement by the total number of panel members responding to each statement. On some items, respondents did not indicate agreement or disagreement.

B. Voting

The number voting for indicates the number of panel respondents who voted for the statement. The vote count for each statement was derived by adding the priority rankings assigned to a statement by each respondent. For example, if five respondents voted for statement #1, and the priority ranks each had assigned to that statement were 5, 5, 5, 3, 2, then the vote count would be 20. The total count was obtained by multiplying the number voting for times the vote count for the statement. Using our previous example, if five people voted for the statment and the vote count was 20, the total vote would be 100. The scoring and ranking procedure takes into account the number of individuals voting for a statement and the priority rank assigned to a statement by panel members. The product of these two factors provides a basis for comparative ranking of the statements.

Respondents

Of the 140 individuals who responded to Questionnaire #2, 57 were vocational directors and 83 were migrant coordinators. Although more questionnaires were sent to those states with more migrant programs, the return rates for the eight southeastern states were approximately the same.

Needs

Participants were significantly more in agreement with the needs statements than with the barriers statements. Over 90% of those who responded agreed with 8 of the 31 needs statements. Another 15 statements were agreed upon by 80% to 90% of those who responded. Thus, 23 of 31 statements were agreed upon by four-fifths of those who responded. Respondents agreed especially on the need for additional support services such as guidance and counseling, adequate and up-dated equipment, and a curriculum designed to meet the needs of secondary migrant students including remedial classes in math and reading. The one strong area of disagreement was with statement #9, which was concerned with the need for more vocational facilities to serve migrants students; 54% of the respondents agreed with this statement and 46% disagreed.

Respondents also agreed on the relative ranking of their needs. Guidance and counseling services to assist students in career awareness and planning was the clear top priority among the 31 statements. Other high ranking needs included more developmental and remedial classes, a uniform and comprehensive curriculum which would assist continuity, techniques for teachers that will allow them to assist the migrant student in attaining a better self-image and increased parental involvement in the secondary migrant vocational education program.

Less important needs listed by respondents included recognizing crew leaders as guardians of secondary migrant students, and increased use of bilingual materials and/or personnel.

Barriers

Respondents agreed less uniformly on the barrier statements. Only three statements, items #21, #23, and #24, were agreed upon by 90% or more of the respondents. Two of these statements, #23 and #24, dealt with lack of continuity in training as a significant barrier to secondary migrant vocational training. Six barrier statements drew less than 60% agreement with one statement, item #17 (priority rank 12), being agreed upon by less than 50% of the respondents. This statement dealt with prejudicial feelings of educators toward secondary migrant students that might cause them to oppose migrant education programs. Other barrier statements that drew less than 60% agreement included lack of multilingual staff, restrictive eligibility requirements, lack of materials and equipment and lack of development of clear guidelines and responsibilities at LEA, county, region, and state levels.

Constant movement of students was considered the principal barrier by those respondents who ranked their priorities. Two other items which reflect the migrants' nomadic life style and work schedule, irregular school attendance and few short-term vocational programs were also among the top five statements ranked. Lack of parental support and lack of migrant student motivation were other items mentioned prominently.

Lack of multilingual staff, limited pre-vocational experience of migrant students, restrictive eligibility requirements, in-service opportunities for staff, and program intake procedures such as screening tests were considered the least significant barriers.

December 1, 1978

RE: Needs, Barriers and Evaluation of Secondary
Migrant Vocational Education

Dear Educator:

Our third and final questionnaire concerning needs and barriers to providing vocational education to secondary migrant students is enclosed. Also enclosed is a summary of your responses to Questionnaire #2 which includes an explanation of the vote tabulation procedure used in constructing the third questionnaire. You may want to review this summary before casting your final votes for priority needs and barriers.

We appreciate your interest and assistance with our study. Those of you who did not respond to Questionnaire #1 or Questionnaire #2 may wish to participate in this final ranking. We believe that the more responses we receive the more accurate our assessment of the situation will be.

There are two parts to Questionnaire #3. Instructions for completing both parts are presented before each section. Please complete both parts of Questionnaire #3 and return it to us by December 15, 1978. An addressed, stamped envelope is provided.

After we have analyzed the responses to Questionnaire #3 we will prepare a report of the results. Copies of the report will be sent to each state's Director of Vocational Education and Migrant Program Coordinator.

If you have any questions or need further clarification, please feel free to call us collect at 919:929-7116.

Sincerely,

Eric Rice.

Eric Rice
Project Director

John Poe

John Poe
Principal Investigator

JP:ER:dml
Enclosure

INSTRUCTIONS

Questionnaire #3, Part A

Final Voting on Needs and Barriers Statements

Please review the needs and barriers statements contained on the next four pages. The items are listed according to the total vote count received in the second round. For each statement (shown with item number as it appeared on Questionnaire #2) there is also shown the results from responses to Questionnaire #2 which indicate:

1) The percentage of panel members who agreed with the statement,
2) The percentage of panel members who disagreed with the statement,
3) The number of panel members voting for the statement,
4) The vote count for the statement,
5) The total vote for each statement,
6) The ranking, and
7) A summary of comments made by panel members during the second round. Note that in some instances the comments conflict since we are reflecting agreement/disagreement veiwpoints on each statement. There were no comments on one statement.

Please review the needs and barriers statements and select the five needs statements and the five barriers statements you consider most important. Cast your final vote by placing in the last column on the right a "5" next to your most important statement, a "4" next to your second most important statement, etc., with a "1" placed next to the statement you consider to be the least important of the five.

QUESTIONNAIRE #3, PART A

Needs Statement	% Agree	% Dis-Agree	Voting For	Vote Count	Total Vote	Rank	Comments	Final Vote
10. Appropriate guidance and counseling services are needed to assist students in career awareness and planning.	96	4	46	151	6946	1	Key words are career awareness and planning; should be the meat of the program.	
14. Developmental and remedial classes in basic math, reading and writing skills are needed to prepare migrant students to perform better in vocational education programs.	97	3	42	116	4872	2	Great need at secondary level	
3. A uniform and comprehensive curriculum, designed to provide continuity in vocational instruction for migrant students, needs to be developed for inter- & intrastate use.	88	12	33	121	3993	3	Doesn't meet individual needs; need this to break poverty cycle.	
12. Teachers need specific techniques that assist migrant students in attaining a better self-image and having control over their own lives.	94	6	36	101	3636	4	Needed but may be impossible.	
5. There is a need for increased parent involvement/ cooperation in the educational program for secondary migrant students.	87	13	32	104	3328	5	Difficult because of transportation problems.	
11. Additional curriculum and vocational-type training designed to assist secondary age migrant students in developing life and/or survival skills are needed.	88	12	26	92	2392	6	Not if schools use what they have now.	
30. Curriculum for migrant students needs to be tailored to meet the individual learning needs of each student.	94	6	23	74	1702	7	For all students; curriculum should be job-directed.	
1. Additional up-to-date equipment, tools, and materials are required in order to provide vocational programs during the regular and extended day to migrant students.	79	21	21	78	1638	8	Need for everyone--not just migrants. Could better utilize what we already have.	
15. A wider scope of vocational education including on-the-job training is needed in order to upgrade migrant students' skills to job-entry level.	91	9	22	64	1408	9	Same for local students; lack of permanency makes this a problem; lab programs better than OJT.	
16. Migrant students should be trained in vocations that have openings for graduates, including vocational opportunities created by changing agricultural technology.	93	7	22	56	1232	10	Migrants often not at high enough education level for these programs.	
17. A curriculum, designed around short-range vocational goals, geared to migrant life experience and based on flexible non-reading related entrance requirements is needed.	82	18	19	50	950	11	But not to encourage continuation of migrant life style.	
9. More vocational facilities (sites) are needed to serve migrant students.	54	46	15	55	825	12	Present facilities adequate; needed for secondary programs.	
24. Program accounting and planning paperwork requirements need to be reduced, e.g., semi-annual performance and financial reports, local project applications & amendments.	83	17	18	45	810	13	Reduced, no! Improved, yes! Strongly agree; paperwork tremendous.	
23. Non-local funding of migrant education programs is needed.	89	11	15	44	660	14	Reduce federal programs; both local and non-local needed.	
8. Transportation for migrant students to and from the training site is needed.	80	20	14	47	658	15	Factor in migrant student attendance; difficult to subsidize and arrange.	
13. Instructional materials that do not require high level math/reading/verbal skills, such as audio-visual training aids, are needed for migrant vocational programs.	92	8	15	35	525	16	Many school libraries have these materials; difficult and expensive to organize; not all migrant students have low ability.	

QUESTIONNAIRE #3, PART A

Needs Statement	% Agree	%Dis-Agree	Voting For	Vote Count	Total Vote	Rank	Comments	Final Vote
31. A uniform system, supplementing the Migrant Student Record Transfer System, which will furnish the most recent information on individual migrant student's vocational performance and achievement, particularly credits, is needed.	84	16	13	31	403	17	Make better use of present system.	
28. More flexible scheduling, such as minimum two-hour instructional block and "after hours" scheduling of vocational classes is needed.	79	21	12	33	396	18	Night school, "learn and earn" classes with methods of interstate exchange needed, if funding available; difficult to schedule after hours.	
27. An attitude change is needed, such as better acceptance of migrant students by other students and teachers.	79	21	11	35	385	19	Teach skills, not social adjustment; needed at all levels of administration; no problem.	
6. Present vocational education programs need to be expanded to include teaching the non-English speaking migrant to be fluent in everyday English conversation.	81	19	11	32	352	20	Very much needed; cooperative effort between vocational and academic needed; no problem.	
25. In-service training for vocational instructors, such as knowledge of Spanish for effective communication and individualized instruction techniques is needed in order for instructors to meet the special needs of migrant students.	75	25	10	21	210	21	Not needed in all states; have bilingual aide for this; student should learn English before entering a vocational program.	
18. Uniform definitions of a migrant student and service eligibility criteria are needed.	78	22	9	22	198	22	Definition already exists.	
2. For planning purposes, educators need to become aware of the distance and time required for migrant students to complete their annual job cycle.	92	8	7	22	154	23	Schools need time to prepare for students' arrival.	
20. More cooperation is needed from employers in providing jobs for migrants who graduate from vocational programs.	85	15	8	19	152	24	Employers are cooperative; desirable, but can't enforce.	
4. Alternative procedures need to be developed than enable vocational educators to identify and contact migrant youth, especially those over the compulsory age.	84	16	5	18	90	25	Additional funds and personnel needed.	
22. Special personnel, e.g., bilingual and special education teachers, vocational coordinators and tutors, are necessary for successfully meeting migrant students' needs.	80	20	6	14	84	26	Needed for any student; especially true at secondary level.	
19. In order to facilitate the eligibility certification process, school officials should be authorized to certify eligibility of migrant children.	82	18	4	14	56	27	School officials already authorized to certify eligibility; one person per district should approve applications.	
21. Special educational programs are needed to deal with the varied & unpredictable work & life schedules of migrants.	80	20	5	11	55	28	Can't serve all needs of students; gear training to job need, not social needs.	
7. Bilingual and non-English materials must be provided for some students to overcome language barriers.	79	21	4	10	40	29	English should be learned; ESL materials needed.	
26. In-service training for bilingual education staff in vocational education concepts and objectives is needed.	80	20	2	8	16	30	Not a need in most areas.	
29. Crew leaders should be recognized as surrogate guardians of school-age youth.	66	34	2	6	12	31	Yes, during summer when students travel with crew chiefs; disagree; most students are here with their guardians or parents; leads to misuse of students.	

QUESTIONNAIRE #3, PART A

Barriers Statement	% Agree	%Dis-Agree	Voting For	Vote Count	Total Vote	Rank	Comments	Final Vote
3. Constant movement of students from one LEA to another is a barrier.	86	14	30	106	3180	1	We must deal with this; very difficult to keep accurate records.	
13. It is difficult to include parents in the educational program of the student due to items such as the lack of parental support and/or the lack of parental understanding of the educational program.	89	11	34	87	2958	2	Most parents working; it takes financing to include parents in the planning process.	
2. Irregular school attendance, often attributed to employers' needs, is a handicap to worthwhile participation in a vocational program.	82	18	26	112	2912	3	Employer must encourage school attendance; harvesting of crops determines migrant attendance.	
19. Many vocational programs are not designed to be short-term; therefore, due to high mobility the migrant student receives little or no transferrable credit for the work completed.	88	12	30	92	2760	4	Could be easily remedied; very few programs could be conducted short-term.	
5. Migrant students often lack the interest & motivation required to acquire basic vocational skills.	65	35	28	87	2436	5	Closely related to achievement levels; no more than any other students.	
10. Sufficient funding is not available to equip and/or operate a proper vocational program, particularly one providing both career and vocational education.	78	22	26	88	2288	6	Funds are plentiful (Title I); can always use more money.	
7. Inadequate facilities (sites/space) are a barrier to operating a successful vocational program for migrant students.	62	38	21	73	1533	7	Most LEAs need new facilities to operate successful programs; can be transported to another LEA for training.	
20. Students who qualify as "migrant" are scattered--one here, one there--usually too few to set up any kind of specific program.	71	29	21	63	1323	8	Can be done, but difficult because of this.	
23. A lack of consistency & continuity in vocational training exists when students move frequently.	94	6	23	54	1242	9	Dependent on what we are trying to do for the students--a job or job skills.	
24. There is extreme difficulty in trying to coordinate programs between school systems, states and varying job markets in diverse geographical settings.	93	7	19	46	874	10	Not if there is a broad, general curriculum.	
22. Many secondary vocational programs are not designed with the flexibility to provide both vocational skills and life skills.	79	21	16	50	800	11		
17. Prejudice and/or hostile feelings often cause educators to oppose programs for secondary migrant students.	49	51	14	48	672	12	Poor attitudes generate poor programs; don't believe this occurs.	
11. Lack of transportation to and from the training facility often prevents secondary migrant students from enrolling in a vocational program.	69	31	15	43	645	13	No problem; transportation provided; this problem can be solved.	
14. Lack of trained personnel who might develop appropriate vocational curriculum for migrants is a barrier.	71	29	15	43	645	13	Shortage of training personnel in every vocational area is a problem; need to find trained personnel--they do exist.	

QUESTIONNAIRE #3, PART A

Barriers Statement	% Agree	% Dis-Agree	Voting For	Vote Count	Total Vote	Rank	Comments	Final Vote
25. Cultural & socio-economic differences & misunderstandings lead to indifference, poor community attitudes toward educational programs & a lack of concern for the future.	84	16	16	39	624	15	Prior job is educating the community.	
4. It is difficult to coordinate the efforts of staff from different areas on a joint objective like migrant vocational education.	77	23	14	43	602	16	It can be done; special need for coordination.	
18. Finding employers to cooperate in on-the-job training programs and/or willing to offer permanent employment to migrant students is difficult.	77	23	15	38	570	17	Difficult part is finding migrants who want to leave the stream; inclined to employ local people first; no problem.	
16. There is a communication problem when many students speak English as a second language while program staff does not have complementary second language capabilities.	73	27	13	39	507	18	Emphasize students developing English fluency; may be true in some areas.	
26. Lack of equipment is a barrier to providing successful programs.	59	41	12	34	408	19	Can have successful program just using the newspaper; can always use more equipment.	
12. Scheduling difficulties, such as the inability to provide evening programs, are created by the distance between vocational facilities and migrant camps.	75	25	12	31	372	20	We offer classes in camps; no problem in our area; travel time between camps and vocational facilities is a major problem.	
1. Policy problems prevent development of clear guidelines of responsibilities at LEA, county, region and state levels.	58	42	10	37	370	21	In certain areas such as eligibility (legal guardian); Federal Register limits what LEA can do.	
9. Lack of materials prevent successful program operation.	53	47	9	32	288	22	A good teacher can adapt materials easily; equipment more of a problem; always need money for materials.	
6. The time requirement for transferring student records from school to school restricts effective planning for these students.	63	37	8	29	232	23	Unless transfer known in advance so LEA can plan; not with the MSRTS; new MSRTS form would help; good counselor can help.	
8. Program intake procedures, such as screening tests which involve reading, create enrollment difficulties for migrant students.	61	39	8	28	224	24	Not a mandate and should be discouraged if we are to individualize; we do not screen.	
15. Local programs lack proper in-service opportunities.	61	39	8	23	184	25	Especially programs dealing primarily with migrant students; key word here is opportunities.	
28. Restrictive eligibility requirements are a barrier to providing successful programs.	58	42	9	20	180	26	Requirements are legitimate; requirements relating to crew leader and relating to spending the night when crossing district lines to work in agriculture are restrictive.	
21. Most migrant students have limited pre-vocational and/or career exploration experience.	93	7	8	18	144	27	Not necessarily; many migrant students already working.	
27. Lack of multilingual staff is a barrier to providing effective programs.	59	41	2	4	8	28	True in some areas; some areas don't have bilingual students.	

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Questionnaire #3, Part B

Directions: In this part of the questionnaire, please take the two barrier statements which you have ranked as most important (the ones you ranked 5 and 4), and for each one, suggest one or more strategies which you feel would be feasible for overcoming the barrier.

Example:

Barrier Statement			Suggested Strategy (Strategies) for Overcoming This Barrier
Rank	#	Brief Description	
5	3	Constant movement of students	Improved student record system needs to be implemented; more contact between LEA's.

* * * * * * * * * * *

Barrier Statement			Suggested Strategy (Strategies) for Overcoming This Barrier
Rank	#	Brief Description	
5			
4			

APPENDIX D

Additional Data Workups

Contents

1. Ranking of Barriers by Vocational Administrators
2. Ranking of Barriers by Migrant Directors
3. Ranking of Needs by Vocational Administrators
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5. Results by State and by Respondent Category: Barriers
6. Results by State and by Respondent Category: Needs
7. Suggested Strategies to Overcome Barriers

VOCATIONAL DIRECTORS' BARRIERS

Barriers Statement	Voting For[1]	Vote Count[2]	Total Vote[3]	Rank
Constant movement of students from one LEA to another is a barrier.	32	111	3,552	1
Irregular school attendance, often attributed to employers' needs, is a handicap to worthwhile participation in a vocational program.	29	95	2,755	2
Many vocational programs are not designed to be short-term; therefore, due to high mobility the migrant student receives little or no transferrable credit for the work completed.	28	88	2,464	3
It is difficult to include parents in the educational program of the student due to items such as the lack of parental support and/or the lack of parental understanding of the educational program.	24	86	2,064	4
Migrant students often lack the interest and motivation required to acquire basic vocational skills.	16	40	640	5
A lack of consistency and continuity in vocational training exists when students move frequently.	14	31	434	6
Students who qualify as "migrant" are scattered--one here, one there--usually too few to set up any kind of specific program.	12	33	396	7
Sufficient funding is not available to equip and/or operate a proper vocational program, particularly one providing both career and vocational education.	7	19	133	8
There is extreme difficulty in trying to coordinate programs between school systems, states and varying job markets in diverse geographical settings.	5	17	85	9
Lack of trained personnel who might develop appropriate vocational curriculum for migrants is a barrier.	5	15	75	10
Inadequate facilities (sites/space) are a barrier to operating a successful vocational program for migrant students.	5	12	60	11
Most migrant students have limited pre-vocational and/or career exploration experience.	3	10	30	12
Cultural and socio-economic differences and misunderstandings lead to indifference, poor community attitudes toward educational programs and lack of concern for the future.	4	7	28	13
It is difficult to coordinate the efforts of staff from different areas on a joint objective like migrant vocational education.	3	9	27	14
Many secondary vocational programs are not designed with the flexibility to provide both vocational skills and life skills.	3	6	18	15
Finding employers to cooperate in on-the-job training programs and/or willing to offer permanent employment to migrant students is difficult.	3	5	15	16

1 2 3 See explanation at end of table.

VOCATIONAL DIRECTORS' BARRIERS

Barriers Statement	Voting For[1]	Vote Count[2]	Total Vote[3]	Rank
Lack of materials prevents successful program operation.	2	7	14	17
Lack of transportation to and from the training facility often prevents secondary migrant students from enrolling in a vocational program.	2	6	12	18
Scheduling difficulties, such as the inability to provide evening programs, are created by the distance between vocational facilities and migrant camps.	2	6	12	18
The time requirement for transferring student records from school to school restricts effective planning for these students.	1	3	3	20
Program intake procedures, such as screening tests which involve reading, create enrollment difficulties for migrant students.	1	1	1	21

[1] The number voting for indicates the number of panel respondents who voted for the statement.

[2] The vote count for each statement was derived by adding the priority rankings assigned to a statement by each respondent. For example, if five respondents voted for Statement #1, the priority ranks each had assigned to that statement were 5, 5, 5, 3, 2, then the vote count would be 20.

[3] The total count was obtained by multiplying the number voting for times the vote count for the statement. Using our previous example, if five people voted for the statement and the vote count was 20, the total vote would be 100. The scoring and ranking procedure takes into account the number of individuals voting for a statement and the priority rank assigned to a statement by panel members. The product of these two factors provides a basis for comparative ranking of the statements.

MIGRANT COORDINATORS' BARRIERS

Barriers Statement	Voting For[1]	Vote Count[2]	Total Vote[3]	Rank
Constant movement of students from one LEA to another is a barrier.	47	206	9,682	1
It is difficult to include parents in the educational program of the student due to items such as the lack of parental support and/or the lack of parental understanding of the educational program.	43	142	6,106	2
Irregular school attendance, often attributed to employers' needs, is a handicap to worthwhile participation in a vocational program.	40	147	5,880	3
Many vocational programs are not designed to be short-term; therefore, due to high mobility the migrant student receives little or no transferrable credit for the work completed.	38	109	4,142	4
A lack of consistency and continuity in vocational training exists when students move frequently.	24	83	1,992	5
Migrant students often lack the interest and motivation required to acquire basic vocational skills.	28	59	1,652	6
Students who qualify as "migrant" are scattered--one here, one there--usually too few to set up any kind of specific program.	16	47	752	7
There is extreme difficulty in trying to coordinate programs between school systems, states and varying job markets in diverse geographical settings.	15	45	675	8
Cultural and socio-economic differences and misunderstandings lead to indifference, poor community attitudes toward educational programs and a lack of concern for the future.	13	29	377	9
Inadequate facilities (sites/space) are a barrier to operating a successful vocational program for migrant students.	11	28	308	10
Prejudice and/or hostile feelings often cause educators to oppose programs for secondary migrant students.	11	26	286	11
Sufficient funding is not available to equip and/or operate a proper vocational program, particularly one providing both career and vocational education.	6	20	120	12
Lack of transportation to and from the training facility often prevents secondary migrant students from enrolling in a vocational program.	7	17	119	13
Lack of trained personnel who might develop appropriate vocational curriculum for migrants is a barrier.	7	16	112	14
Many secondary vocational programs are not designed with the flexibility to provide both vocational skills and life skills.	8	13	104	15
Scheduling difficulties, such as the inability to provide evening programs, are created by the distance between vocational facilities and migrant camps.	6	17	102	16
It is difficult to coordinate the efforts of staff from different areas on a joint objective like migrant vocational education.	5	13	65	17

[1] [2] [3] See explanation at end of table.

MIGRANT COORDINATORS' BARRIERS

Barriers Statement	Voting For[1]	Vote Count[2]	Total Vote[3]	Rank
Finding employers to cooperate in on-the-job training programs and/or willing to offer permanent employment to migrant students is difficult.	5	12	60	18
Policy problems prevent development of clear guidelines of responsibilities at LEA, county, region and state levels.	4	12	48	19
The time requirement for transferring student records from school to school restricts effective planning for these students.	4	11	44	20
Most migrant students have limited pre-vocational and/or career exploration experience.	6	7	42	21
There is a communication problem when many students speak English as a second language while program staff does not have complementary second language capabilities.	4	9	36	22
Lack of equipment is a barrier to providing successful programs.	3	7	21	23
Lack of multilingual staff is a barrier to providing effective programs.	4	4	16	24
Program intake procedures, such as screening tests which involve reading, create enrollment difficulties for migrant students.	3	5	15	25
Local programs lack preper in-service opportunities.	2	2	4	26
Lack of materials prevents successful program operation.	1	3	3	27
Restrictive eligibility requirements are a barrier to providing successful programs.	1	1	1	28

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VOCATIONAL DIRECTORS' NEEDS

Needs Statement	Voting For[1]	Vote Count[2]	Total Vote[3]	Rank
Appropriate guidance and counseling services are needed to assist students in career awareness and planning.	38	148	5,624	1
Developmental and remedial classes in basic math, reading and writing skills are needed to prepare migrant students to perform better in vocational education programs.	35	122	4,270	2
Teachers need specific techniques that assist migrant students in attaining a better self-image and having control over their own lives.	27	77	2,079	3
A uniform and comprehensive curriculum, designed to provide continuity in vocational instruction for migrant students, needs to be developed for inter- & intrastate use.	23	69	1,587	4
Curriculum for migrant students needs to be tailored to meet the individual learning needs of each student.	23	63	1,449	5
Migrant students should be trained in vocations that have openings for graduates, including vocational opportunities created by changing agricultural technology.	13	29	377	6
Additional curriculum and vocational-type training designed to assist secondary age migrant students in developing life and/or survival skills are needed.	7	23	161	7
There is a need for increased parent involvement/cooperation in the educational program for secondary migrant students.	8	17	136	8
A wider scope of vocational education including on-the-job training is needed in order to upgrade migrant students' skills to job-entry level.	5	15	75	9
Program accounting and planning paperwork requirements need to be reduced; e.g., semi-annual performance and financial reports, local project applications and amendments.	5	13	65	10
Instructional materials that do not require high level math/reading/verbal skills, such as audio-visual training aids, are needed for migrant vocational programs.	4	13	52	11
More flexible scheduling, such a minimum two-hour instructional block and "after hours" scheduling of vocational classes is needed.	4	13	52	11
A curriculum, designed around short-range vocational goals, geared to migrant life experience and based on flexible non-reading related entrance requirements is needed.	5	10	50	13
Additional up-to-date equipment, tools, and materials are required in order to provide vocational programs during the regular and extended day to migrant students.	4	7	28	14
A uniform system, supplementing the Migrant Student Record Transfer System, which will furnish the most recent information on individual migrant student's vocational performance and achievement, particularly credits, is needed.	3	5	15	15
Transportation for migrant students to and from the training site is needed.	2	6	12	16
Non-local funding of migrant education programs is needed.	2	4	8	17

1 2 3
See explanation at end of table.

VOCATIONAL DIRECTORS' NEEDS

Needs Statement	Voting For[1]	Vote Count[2]	Total Vote[3]	Rank
Present vocational education programs need to be expanded to include teaching the non-English speaking migrant to be fluent in everyday English conversation.	1	3	3	18
More vocational facilities (sites) are needed to serve migrant students.	1	3	3	18
For planning purposes, educators need to become aware of the distance and time required for migrant students to complete their annual job cycle.	1	3	3	18
In order to facilitate the eligibility certification process, school officials should be authorized to certify eligibility of migrant children.	1	3	3	18
Special personnel, e.g., bilingual and special education teachers, vocational coordinators and tutors, are necessary for successfully meeting migrant students' needs.	1	2	2	22

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MIGRANT COORDINATORS' NEEDS

Needs Statement	Voting For[1]	Vote Count[2]	Total Vote[3]	Rank
Appropriate guidance and counseling services are needed to assist students in career awareness and planning.	59	230	13,570	1
Developmental and remedial classes in basic math, reading and writing skills are needed to prepare migrant students to perform better in vocational education programs.	52	220	11,440	2
A uniform and comprehensive curriculum, designed to provide continuity in vocational instruction for migrant students, needs to be developed for inter- and intrastate use.	38	138	5,244	3
Teachers need specific techniques that assist migrant students in attaining a better self-image and having control over their own lives.	41	121	4,961	4
Curriculum for migrant students needs to be tailored to meet the individual learning needs of each student.	34	112	3,808	5
There is a need for increased parent involvement/cooperation in the educational program for secondary migrant students.	27	51	1,377	6
Additional curriculum and vocational-type training designed to assist secondary age migrant students in developing life and/or survival skills are needed.	17	43	731	7
Migrant students should be trained in vocations that have openings for graduates, including vocational opportunities created by changing agricultural technology.	17	41	697	8
A wider scope of vocational education including on-the-job training is needed in order to upgrade migrant students' skills to job-entry level.	11	28	308	9
Instructional materials that do not require high level math/reading/verbal skills, such as audio-visual training aids, are needed for migrant vocational programs.	10	23	230	10
A curriculum, designed around short-range vocational goals, geared to migrant life experience and based on flexible non-reading related entrance requirements is needed.	8	18	144	11
Additional up-to-date equipment, tools, and materials are required in order to provide vocational programs during the regular and extended day to migrant students.	7	18	126	12
Program accounting and planning paperwork requirements need to be reduced, e.g., semi-annual performance and financial reports, local project applications and amendments.	7	16	112	13
In-service training for vocational instructors, such as knowledge of Spanish for effective communication and individualized instruction techniques is needed in order for instructors to meet the special needs of migrant students.	7	13	91	14
Transportation for migrant students to and from the training site is needed.	7	10	70	15
Special educational programs are needed to deal with the varied and unpredictable work and life schedules of migrants.	6	11	66	16
An attitude change is needed, such as better acceptance of migrant students by other students and teachers.	5	13	65	17
Non-local funding of migrant education programs is needed.	5	10	50	18

[1] [2] [3] See explanation at end of table.

MIGRANT COORDINATORS' NEEDS

Needs Statement	Voting For[1]	Vote Count[2]	Total Vote[3]	Rank
A uniform system, supplementing the Migrant Student Record Transfer System, which will furnish the most recent information on individual migrant student's vocational performance and achievement, particularly credits, is needed.	5	9	45	19
More flexible scheduling, such as minimum two-hour instructional block and "after hours" scheduling of vocational classes is needed.	4	10	40	20
Alternative procedures need to be developed that enable vocational educators to identify and contact migrant youth, especially those over the compulsory age.	3	7	21	21
Present vocational education programs need to be expanded to include teaching the non-English speaking migrant to be fluent in everyday English conversation.	3	6	18	22
Special personnel, e.g., bilingual and special education teachers, vocational coordinators and tutors, are necessary for successfully meeting migrant students' needs.	3	4	12	23
In order to facilitate the eligibility certification process, school officials should be authorized to certify eligibility of migrant children.	3	4	12	23
More cooperation is needed from employers in providing jobs for migrants who graduate from vocational programs.	2	5	10	25
Crew leaders should be recognized as surrogate guardians of school-age youths.	2	4	8	26
More vocational facilities (sites) are needed to serve migrant students.	2	2	4	27
Uniform definitions of migrant student and service eligibility criteria are needed.	1	2	2	28
For planning purposes, educators need to become aware of the distance and time required for migrant students to complete their annual job cycle.	1	1	1	29
Bilingual and non-English materials must be provided for some students to overcome language barriers.	1	1	1	29

[1] The number voting for indicates the number of panel respondents who voted for the statement.

[2] The vote count for each statement was derived by adding the priority rankings assigned to a statement by each respondent. For example, if five respondents voted for Statement #1, the priority ranks each had assigned to that statement were 5, 5, 5, 3, 2, then the vote count would be 20.

[3] The total count was obtained by multiplying the number voting for times the vote count for the statement. Using our previous example, if five people voted for the statement and the vote count was 20, the total vote would be 100. The scoring and ranking procedure takes into account the number of individuals voting for a statement and the priority rank assigned to a statement by panel members. The product of these two factors provides a basis for comparative ranking of the statements.

FINAL RESULTS OF DELPHI PROCEDURE BY STATE AND BY RESPONDENT CATEGORY: BARRIERS

Barriers Statement	Ala.				Fla.			
	Voc.		Migrant		Voc.		Migrant	
	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank
Constant movement of students from one LEA to another is a barrier.	0		5	2	55	3	135	3
Irregular school attendance, often attributed to employers' needs, is a handicap to worthwhile participation in a vocational program.	0		18	1	52	4	240	2
It is difficult to include parents in the educational program of the student due to items such as the lack of parental support and/or lack of parental understanding of the educational program.	0		3	4	16	6	288	1
Many vocational programs are not designed to be short-term; therefore, due to high mobility the migrant student receives little or no transferrable credit for the work completed.	0		3	4	90	1	36	7
Migrant students often lack the interest and motivation required to acquire basic vocational skills.	0		0		10	7	78	5
A lack of consistency and continuity in voc. training exists when students move frequently.	0		4	3	60	2	110	4
Students who qualify as "migrant" are scattered --one here, one there--usually too few to set up any kind of specific program.	0		0		0		8	13
There is extreme difficulty in trying to coordinate programs between school systems, states and varying job markets in diverse geographical settings.	0		2	6	4	8	56	6
Inadequate facilities (sites/space) are a barrier to operating a successful vocational program for migrant students.	0		0		3	11	6	14
Cultural & socio-economic differences & misunderstandings lead to indifferences, poor community attitudes toward educational programs and a lack of concern for the future.	0		2	6	0		24	10
Sufficient funding is not available to equip and/or operate a proper voc. program, particularly one providing both career and voc-ed.	0		0		21	5	10	11
Lack of trained personnel who might develop appropriate vocational curriculum for migrants is a barrier.	0		0		4	8	10	11
Prejudice and/or hostile feelings often cause educators to oppose programs for secondary migrant students.	0		0		0		27	9
Many secondary voc. programs are not designed with the flexibility to provide both vocational skills and life skills.	0		0		0		0	
Lack of transportation to & from the training facility often prevents secondary migrant students from enrolling in a voc. program.	0		0		0		28	8
Scheduling difficulties, such as the inability to provide evening programs, are created by the distance between vocational facilities and migrant camps.	0		0		0		5	15

FINAL RESULTS OF DELPHI PROCEDURE BY STATE AND BY RESPONDENT CATEGORY: BARRIERS

Barriers Statement	Ala.				Fla.			
	Voc.		Migrant		Voc.		Migrant	
	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank
It is difficult to coordinate the efforts of staff from different areas on a joint objective like migrant vocational education.	0		0		0		2	19
Most migrant students have limited pre-vocational and/or career exploration experience.	0		1	8	4	8	1	21
Finding employers to cooperate in on-the-job training programs and/or willing to offer permanent employment to migrant students is difficult.	0		0		0		2	19
The time requirement for transferring student records from school to school restricts effective planning for these students.	0		0		0		0	
Policy problems prevent development of clear guidelines of responsibilities at LEA, county, region and state levels.	0		0		0		4	16
There is a communication problem when many students speak English as a second language while program staff does not have complementary second language capabilities.	0		0		0		0	
Lack of materials prevents successful program operation.	0		0		0		3	17
Program intake procedures, such as screening tests which involve reading, create enrollment difficulties for migrant students.	0		0		0		3	17
Lack of equipment is a barrier to providing successful programs.	0		0		0		0	
Lack of multilingual staff is a barrier to providing effective programs.	0		0		0		0	
Local programs lack proper in-service opportunities.	0		0		0		0	
Restrictive eligibility requirements are a barrier to providing successful programs.	0		1	8	0		0	

FINAL RESULTS OF DELPHI PROCEDURE BY STATE AND BY RESPONDENT CATEGORY: BARRIERS

Barriers Statement	Ga.				Ky.			
	Voc.		Migrant		Voc.		Migrant	
	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank
Constant movement of students from one LEA to another is a barrier.	24	1	224	1	552	1	1005	1
Irregular school attendance, often attributed to employers' needs, is a handicap to worthwhile participation in a vocational program.	14	3	110	6	407	2	352	4
It is difficult to include parents in the educational program of the student due to items such as the lack of parental support and/or lack of parental understanding of the educational program.	10	4	184	2	306	4	689	2
Many vocational programs are not designed to be short-term; therefore, due to high mobility the migrant student receives little or no transferrable credit for the work completed.	4	6	147	3	352	3	442	3
Migrant students often lack the interest and motivation required to acquire basic vocational skills.	16	2	32	8	16	7	70	6
A lack of consistency and continuity in voc. training exists when students move frequently.	5	5	114	5	21	6	102	5
Students who qualify as "migrant" are scattered --one here, one there--usually too few to set up any kind of specific program.	1	9	30	9	208	5	42	9
There is extreme difficulty in trying to coordinate programs between school systems, states and varying job markets in diverse geographical settings.	4	6	147	3	1	18	0	
Inadequate facilities (sites/space) are a barrier to operating a successful vocational program for migrant students.	2	8	14	10	0		12	13
Cultural & socio-economic differences & misunderstandings lead to indifferences, poor community attitudes toward educational programs and a lack of concern for the future.	0		2	22	1	18	55	7
Sufficient funding is not available to equip and/or operate a proper voc. program, particularly one providing both career and voc-ed.	0		5	17	6	9	18	11
Lack of trained personnel who might develop appropriate vocational curriculum for migrants is a barrier.	0		0		2	16	44	8
Prejudice and/or hostile feelings often cause educators to oppose programs for secondary migrant students.	0		6	15	2	16	21	10
Many secondary voc. programs are not designed with the flexibility to provide both vocational skills and life skills.	0		12	11	8		15	12
Lack of transportation to & from the training facility often prevents secondary migrant students from enrolling in a voc. program.	0		3	20	4	13	0	
Scheduling difficulties, such as the inability to provide evening programs, are created by the distance between vocational facilities and migrant camps.	0		10	12	5	11	0	

FINAL RESULTS OF DELPHI PROCEDURE BY STATE AND BY RESPONDENT CATEGORY: BARRIERS

Barriers Statement	Ga.				Ky.			
	Voc.		Migrant		Voc.		Migrant	
	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank
It is difficult to coordinate the efforts of staff from different areas on a joint objective like migrant vocational education.	0		3	20	3	14	6	14
Most migrant students have limited pre-vocational and/or career exploration experience.	1	9	55	7	5	11	0	
Finding employers to cooperate in on-the-job training programs and/or willing to offer permanent employment to migrant students is difficult.	0		10	12	6	9	3	15
The time requirement for transferring student records from school to school restricts effective planning for these students.	0		8	14	3	14	0	
Policy problems prevent development of clear guidelines of responsibilities at LEA, county, region and state levels.	0		0		0		1	17
There is a communication problem when many students speak English as a second language while program staff does not have complementary second language capabilities.	0		6	15	0		0	
Lack of materials prevents successful program operation.	0		0		14	8	0	
Program intake procedures, such as screening tests which involve reading, create enrollment difficulties for migrant students.	0		1	23	1	18	0	
Lack of equipment is a barrier to providing successful programs.	0		4	18	0		2	16
Lack of multilingual staff is a barrier to providing effective programs.	0		4	18	0		0	
Local programs lack proper in-service opportunities.	0		1	23	0		1	17
Restrictive eligibility requirements are a barrier to providing successful programs.	0		0		0		0	

FINAL RESULTS OF DELPHI PROCEDURE BY STATE AND BY RESPONDENT CATEGORY: BARRIERS

Barriers Statement	Ms.				N.C.			
	Voc.		Migrant		Voc.		Migrant	
	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank
Constant movement of students from one LEA to another is a barrier.	5	1	240	1	224	1	217	2
Irregular school attendance, often attributed to employers' needs, is a handicap to worthwhile participation in a vocational program.	3	3	150	3	208	2	208	3
It is difficult to include parents in the educational program of the student due to items such as the lack of parental support and/or lack of parental understanding of the educational program.	4	2	154	2	56	5	126	5
Many vocational programs are not designed to be short-term; therefore, due to high mobility the migrant student receives little or no transferrable credit for the work completed.	2	4	44	4	75	3	340	1
Migrant students often lack the interest and motivation required to acquire basic vocational skills.	1	5	35	5	70	4	154	4
A lack of consistency and continuity in voc. training exists when students move frequently.	0		20	7	6	8	36	8
Students who qualify as "migrant" are scattered --one here, one there--usually too few to set up any kind of specific program.	0		30	6	3	10	65	6
There is extreme difficulty in trying to coordinate programs between school systems, states and varying job markets in diverse geographical settings.	0		2	10	27	6	1	14
Inadequate facilities (sites/space) are a barrier to operating a successful vocational program for migrant students.	0		2	10	10	7	44	7
Cultural & socio-economic differences & misunderstandings lead to indifferences, poor community attitudes toward educational programs and a lack of concern for the future.	0		2	10	2	11	0	
Sufficient funding is not available to equip and/or operate a proper voc. program, particularly one providing both career and voc-ed.	0		0		4	9	12	10
Lack of trained personnel who might develop appropriate vocational curriculum for migrants is a barrier.	0		2	10	1	14	1	14
Prejudice and/or hostile feelings often cause educators to oppose programs for secondary migrant students.	0		3	9	0		8	12
Many secondary voc. programs are not designed with the flexibility to provide both vocational skills and life skills.	0		1	15	0		12	10
Lack of transportation to & from the training facility often prevents secondary migrant students from enrolling in a voc. program.	0		4	8	2	11	0	
Scheduling difficulties, such as the inability to provide evening programs, are created by the distance between vocational facilities and migrant camps.	0		1	15	0		15	9

FINAL RESULTS OF DELPHI PROCEDURE BY STATE AND BY RESPONDENT CATEGORY: BARRIERS

Barriers Statement	Ms.				N.C.			
	Voc.		Migrant		Voc.		Migrant	
	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank
It is difficult to coordinate the efforts of staff from different areas on a joint objective like migrant vocational education.	0		0		0		0	
Most migrant students have limited pre-vocational and/or career exploration experience.	0		1	15	0		1	14
Finding employers to cooperate in on-the-job training programs and/or willing to offer permanent employment to migrant students is difficult.	0		0		2	11	0	
The time requirement for transferring student records from school to school restricts effective planning for these students.	0		0		0		3	13
Policy problems prevent development of clear guidelines of responsibilities at LEA, county, region and state levels.	0		2	10	1	14	0	
There is a communication problem when many students speak English as a second language while program staff does not have complementary second language capabilities.	0		0		0		0	
Lack of materials prevents successful program operation.	0		0		0		0	
Program intake procedures, such as screening tests which involve reading, create enrollment difficulties for migrant students.	0		0		0		0	
Lack of equipment is a barrier to providing successful programs.	0		0		0		0	
Lack of multilingual staff is a barrier to providing effective programs.	0		0		0		0	
Local programs lack proper in-service opportunities.	0		0		0		0	
Restrictive eligibility requirements are a barrier to providing successful programs.	0		0		0		0	

FINAL RESULTS OF DELPHI PROCEDURE BY STATE AND BY RESPONDENT CATEGORY: BARRIERS

Barriers Statement	S.C.				Tn.			
	Voc.		Migrant		Voc.		Migrant	
	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank
Constant movement of students from one LEA to another is a barrier.	54	2	20	1	5	1	5	2
Irregular school attendance, often attributed to employers' needs, is a handicap to worthwhile participation in a vocational program.	56	1	16	2	1	5	4	3
It is difficult to include parents in the educational program of the student due to items such as the lack of parental support and/or lack of parental understanding of the educational program.	36	3	2	8	4	2	0	
Many vocational programs are not designed to be short-term; therefore, due to high mobility the migrant student receives little or no transferrable credit for the work completed.	5	4	4	3	0		0	
Migrant students often lack the interest and motivation required to acquire basic vocational skills.	1	7	0		3	3	0	
A lack of consistency and continuity in voc. training exists when students move frequently.	1	7	0		0		1	7
Students who qualify as "migrant" are scattered --one here, one there--usually too few to set up any kind of specific program.	2	6	0		2	4	0	
There is extreme difficulty in trying to coordinate programs between school systems, states and varying job markets in diverse geographical settings.	0		2	8	0		2	5
Inadequate facilities (sites/space) are a barrier to operating a successful vocational program for migrant students.	2	6	1	11	0		2	5
Cultural & socio-economic differences & misunderstandings lead to indifferences, poor community attitudes toward educational programs and a lack of concern for the future.	1	7	0		0		0	
Sufficient funding is not available to equip and/or operate a proper voc. program, particularly one providing both career and voc-ed.	0		0		0		1	7
Lack of trained personnel who might develop appropriate vocational curriculum for migrants is a barrier.	4	5	4	3	0		0	
Prejudice and/or hostile feelings often cause educators to oppose programs for secondary migrant students.	0		0		0		0	
Many secondary voc. programs are not designed with the flexibility to provide both vocational skills and life skills.	0		0		0		0	
Lack of transportation to & from the training facility often prevents secondary migrant students from enrolling in a voc. program.	0		0		0		0	
Scheduling difficulties, such as the inability to provide evening programs, are created by the distance between vocational facilities and migrant camps.	0		3	6	0		0	

FINAL RESULTS OF DELPHI PROCEDURE BY STATE AND BY RESPONDENT CATEGORY: BARRIERS

Barriers Statement	S.C.				Tn.			
	Voc.		Migrant		Voc.		Migrant	
	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank
It is difficult to coordinate the efforts of staff from different areas on a joint objective like migrant vocational education.	0		2	8	0		3	4
Most migrant students have limited pre-vocational and/or career exploration experience.	0		0		0		0	
Finding employers to cooperate in on-the-job training programs and/or willing to offer permanent employment to migrant students is difficult.	0		0		0		0	
The time requirement for transferring student records from school to school restricts effective planning for these students.	0		4	3	0		0	
Policy problems prevent development of clear guidelines of responsibilities at LEA, county, region and state levels.	0		0		0		18	1
There is a communication problem when many students speak English as a second language while program staff does not have complementary second language capabilities.	0		3	6	0		0	
Lack of materials prevents successful program operation.	0		0		0		0	
Program intake procedures, such as screening tests which involve reading, create enrollment difficulties for migrant students.	0		1	11	0		0	
Lack of equipment is a barrier to providing successful programs.	0		0		0		0	
Lack of multilingual staff is a barrier to providing effective programs.	0		1	11	0		0	
Local programs lack proper in-service opportunities.	0		0		0		0	
Restrictive eligibility requirements are a barrier to providing successful programs.	0		0		0		0	

FINAL RESULTS OF DELPHI PROCEDURE BY STATE AND BY RESPONDENT CATEGORY: NEEDS

Needs Statement	Ala.				Fla.			
	Voc.		Migrant		Voc.		Migrant	
	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank
Appropriate guidance and counseling services are needed to assist students in career awareness and planning.	0		4	4	44	4	342	1
Developmental and remedial classes in basic math, reading and writing skills are needed to prepare migrant students to perform better in vocational education programs.	0		0		138	1	280	2
Teachers need specific techniques that assist migrant students in attaining a better self-image and having control over their own lives.	0		0		114	2	216	3
A uniform and comprehensive curriculum, designed to provide continuity in vocational instruction for migrant students, needs to be developed for inter- & intrastate use.	0		5	3	75	3	105	5
Curriculum for migrant students needs to be tailored to meet the individual learning needs of each student.	0		1	7	40	5	150	4
There is a need for increased parent involvement/cooperation in the educational program for secondary migrant students.	0		0		4	7	105	5
Migrant students should be trained in vocations that have openings for graduates, including vocational opportunities created by changing agricultural technology.	0		0		12	6	60	7
Additional curriculum and vocational-type training designed to assist secondary age migrant students in developing life and/or survival skills are needed.	0		14	1	0		10	10
A wider scope of vocational education including on-the-job training is needed in order to upgrade migrant students' skills to job-entry level.	0		12	2	0		0	
Instructional materials that do not require high level math/reading/verbal skills, such as audio-visual training aids, are needed for migrant vocational programs.	0		0		0		3	15
A curriculum, designed around short-range vocational goals, geared to migrant life experience and based on flexible non-reading entrance requirements, is needed.	0		2	6	0		10	10
Program accounting and planning paperwork requirements need to be reduced; e.g., semi-annual performance and financial reports, local project applications and amendments.	0		0		0		4	13
Additional up-to-date equipment, tools, and materials are required in order to provide vocational programs during the regular and extended day to migrant students.	0		0		1	8	0	
More flexible scheduling, such as minimum two-hour instructional block and "after hours" scheduling of vocational classes is needed.	0		0		0		2	16

FINAL RESULTS OF DELPHI PROCEDURE BY STATE AND BY RESPONDENT CATEGORY: NEEDS

Needs Statement	Ala.				Fla.			
	Voc.		Migrant		Voc.		Migrant	
	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank
Transportation for migrant students to and from the training site is needed.	0		0		0		20	8
A uniform system, supplementing the Migrant Student Record Transfer System, which will furnish the most recent information on individual migrant student's vocational performance and achievement, particularly credits, is needed.	0		0		0		15	9
Non-local funding of migrant education programs is needed.	0		0		0		0	
In-service training for vocational instructors such as knowledge of Spanish for effective communication and individualized instruction techniques is needed in order for instructors to meet the special needs of migrant students.	0		0		0		4	13
Special educational programs are needed to deal with the varied and unpredictable work and life schedules of migrants.	0		0		0		6	12
An attitude change is needed, such as better acceptance of migrant students by other students and teachers.	0		4	4	0		0	
Present voc-ed programs need to be expanded to include training the non-English speaking migrant to be fluent in everyday English.	0		1	7	0		0	
For planning purposes, educators need to become aware of the distance and time required for migrant students to complete their annual job cycle.	0		0		1	8	0	
To facilitate the eligibility certification process, school officials should be authorized to certify eligibility of migrant children.	0		0		0		0	
Special personnel, e.g., bilingual and special education teachers, voc. coordinators & tutors, are necessary for successfully meeting migrant students' needs.	0		0		0		1	17
Alternative procedures need to be developed that enable voc. educators to identify & contact migrant youth, especially those over the compulsory age.	0		0		0		0	
More voc. facilities (sites) are needed to serve migrant students.	0		0		0		0	
More cooperation is needed from employers in providing jobs for migrants who graduate from vocational programs.	0		0		0		0	
Crew leaders should be recognized as surrogate guardians of school-age youth.	0		0		0		0	
Uniform definitions of a migrant student and service eligibility criteria are needed.	0		0		0		0	
Bilingual and non-English materials must be provided for some students to overcome language barriers.	0		0		0		0	
In-service training for bilingual education staff in vocational education concepts and objectives is needed.	0	137	0		0		0	

FINAL RESULTS OF DELPHI PROCEDURE BY STATE AND BY RESPONDENT CATEGORY: NEEDS

Needs Statement	Ga.				Ky.			
	Voc.		Migrant		Voc.		Migrant	
	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank
Appropriate guidance and counseling services are needed to assist students in career awareness and planning.	12	2	540	1	870	1	896	
Developmental and remedial classes in basic math, reading and writing skills are needed to prepare migrant students to perform better in vocational education programs.	2	8	440	2	825	2	1440	1
Teachers need specific techniques that assist migrant students in attaining a better self-image and having control over their own lives.	36	1	396	3	152	4	300	4
A uniform and comprehensive curriculum, designed to provide continuity in vocational instruction for migrant students, needs to be developed for inter- & intrastate use.	3	6	175	5	126	5	300	4
Curriculum for migrant students needs to be tailored to meet the individual learning needs of each student.	2	8	181	4	340	3	310	3
There is a need for increased parent involvement/cooperation in the educational program for secondary migrant students.	0		28	7	84	7	54	6
Migrant students should be trained in vocations that have openings for graduates, including vocational opportunities created by changing agricultural technology.	3	6	1	20	98	6	50	7
Additional curriculum and vocational-type training designed to assist secondary age migrant students in developing life and/or survival skills are needed.	5	3	15	9	27	9	36	8
A wider scope of vocational education including on-the-job training is needed in order to upgrade migrant students' skills to job-entry level.	0		8	11	44	8	30	9
Instructional materials that do not require high level math/reading/verbal skills, such as audio-visual training aids, are needed for migrant vocational programs.	4	4	32	6	1	15	4	14
A curriculum, designed around short-range vocational goals, geared to migrant life experience and based on flexible non-reading entrance requirements, is needed.	1	11	8	11	18	10	8	11
Program accounting and planning paperwork requirements need to be reduced; e.g., semi-annual performance and financial reports, local project applications and amendments.	2	8	24	8	0		8	11
Additional up-to-date equipment, tools, and materials are required in order to provide vocational programs during the regular and extended day to migrant students.	4	4	6	13	1	15	3	16
More flexible scheduling, such as minimum two-hour instructional block and "after hours" scheduling of vocational classes is needed.	0		12	10	2	13	2	18

FINAL RESULTS OF DELPHI PROCEDURE BY STATE AND BY RESPONDENT CATEGORY: NEEDS

Needs Statement	Ga.				Ky.			
	Voc.		Migrant		Voc.		Migrant	
	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank
Transportation for migrant students to and from the training site is needed.	0		3	14	4	11	0	
A uniform system, supplementing the Migrant Student Record Transfer System, which will furnish the most recent information on individual migrant student's vocational performance and achievement, particularly credits, is needed.	0		0		0		0	
Non-local funding of migrant education programs is needed.	0		0		2	13	2	18
In-service training for vocational instructors such as knowledge of Spanish for effective communication and individualized instruction techniques is needed in order for instructors to meet the special needs of migrant students.	0		2	16	0		3	16
Special educational programs are needed to deal with the varied and unpredictable work and life schedules of migrants.	0		2	16	0		2	18
An attitude change is needed, such as better acceptance of migrant students by other students and teachers.	0		0		0		4	14
Present voc-ed programs need to be expanded to include training the non-English speaking migrant to be fluent in everyday English.	0		3	14	0		0	
For planning purposes, educators need to become aware of the distance and time required for migrant students to complete their annual job cycle.	1	11	1	20	0		0	
To facilitate the eligibility certification process, school officials should be authorized to certify eligibility of migrant children.	0		0		3	12	6	13
Special personnel, e.g., bilingual and special education teachers, voc. coordinators & tutors, are necessary for successfully meeting migrant students' needs.	0		1	20	0		2	18
Alternative procedures need to be developed that enable voc. educators to identify & contact migrant youth, especially those over the compulsory age.	0	2	16		0		10	10
More voc. facilities (sites) are needed to serve migrant students.	0		1	20	0		0	
More cooperation is needed from employers in providing jobs for migrants who graduate from vocational programs.	0		0		0		3	16
Crew leaders should be recognized as surrogate guardians of school-age youth.	0		1	20	0		0	
Uniform definitions of a migrant student and service eligibility criteria are needed.	0		2	16	0		0	
Bilingual and non-English materials must be provided for some students to overcome language barriers.	0		0		0		0	
In-service training for bilingual education staff in vocational education concepts and objectives is needed.	0		0		0		0	

FINAL RESULTS OF DELPHI PROCEDURE BY STATE AND BY RESPONDENT CATEGORY: NEEDS

Needs Statement	Ms.				N.C.			
	Voc.		Migrant		Voc.		Migrant	
	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank
Appropriate guidance and counseling services are needed to assist students in career awareness and planning.	5	1	175	1	539	1	528	2
Developmental and remedial classes in basic math, reading and writing skills are needed to prepare migrant students to perform better in vocational education programs.	4	2	144	2	132	2	676	1
Teachers need specific techniques that assist migrant students in attaining a better self-image and having control over their own lives.	0		40	4	60	5	198	4
A uniform and comprehensive curriculum, designed to provide continuity in vocational instruction for migrant students, needs to be developed for inter- & intrastate use.	1	5	30	6	114	3	360	3
Curriculum for migrant students needs to be tailored to meet the individual learning needs of each student.	3	3	85	3	78	4	32	8
There is a need for increased parent involvement/cooperation in the educational program for secondary migrant students.	0		40	4	6	9	35	7
Migrant students should be trained in vocations that have openings for graduates, including vocational opportunities created by changing agricultural technology.	0		16	7	14	6	84	5
Additional curriculum and vocational-type training designed to assist secondary age migrant students in developing life and/or survival skills are needed.	2	4	0		3	11	75	6
A wider scope of vocational education including on-the-job training is needed in order to upgrade migrant students' skills to job-entry level.	0		15	8	0		2	13
Instructional materials that do not require high level math/reading/verbal skills, such as audio-visual training aids, are needed for migrant vocational programs.	0		10	9	0		6	11
A curriculum, designed around short-range vocational goals, geared to migrant life experience and based on flexible non-reading entrance requirements, is needed.	0		3	11	0		0	
Program accounting and planning paperwork requirements need to be reduced; e.g., semi-annual performance and financial reports, local project applications and amendments.	0		0		3	11	0	
Additional up-to-date equipment, tools, and materials are required in order to provide vocational programs during the regular and extended day to migrant students.	0		4	10	1	17	24	9
More flexible scheduling, such as minimum two-hour instructional block and "after hours" scheduling of vocational classes is needed.	0		0		12	8	2	13

FINAL RESULTS OF DELPHI PROCEDURE BY STATE AND BY RESPONDENT CATEGORY: NEEDS

Needs Statement	Ms.				N.C.			
	Voc.		Migrant		Voc.		Migrant	
	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank
Transportation for migrant students to and from the training site is needed.	0		1	17	0		6	11
A uniform system, supplementing the Migrant Student Record Transfer System, which will furnish the most recent information on individual migrant student's vocational performance and achievement, particularly credits, is needed.	0		0		14	6	0	
Non-local funding of migrant education programs is needed.	0		2	14	6	9	8	10
In-service training for vocational instructors such as knowledge of Spanish for effective communication and individualized instruction techniques is needed in order for instructors to meet the special needs of migrant students.	0		2	14	0		0	
Special educational programs are needed to deal with the varied and unpredictable work and life schedules of migrants.	0		0		0		0	
An attitude change is needed, such as better acceptance of migrant students by other students and teachers.	0		3	11	3	11	0	
Present voc-ed programs need to be expanded to include training the non-English speaking migrant to be fluent in everyday English.	0		0		0		0	
For planning purposes, educators need to become aware of the distance and time required for migrant students to complete their annual job cycle.	0		0		3	11	0	
To facilitate the eligibility certification process, school officials should be authorized to certify eligibility of migrant children.	0		0		0		0	
Special personnel, e.g., bilingual and special education teachers, voc. coordinators & tutors, are necessary for successfully meeting migrant students' needs.	0		0		2	16	0	
Alternative procedures need to be developed that enable voc. educators to identify & contact migrant youth, especially those over the compulsory age.	0		0		0		0	
More voc. facilities (sites) are needed to serve migrant students.	0		0		3	11	1	15
More cooperation is needed from employers in providing jobs for migrants who graduate from vocational programs.	0		2	14	0		0	
Crew leaders should be recognized as surrogate guardians of school-age youth.	0		3	11	0		0	
Uniform definitions of a migrant student and service eligibility criteria are needed.	0		0		0		0	
Bilingual and non-English materials must be provided for some students to overcome language barriers.	0		1	17	0		0	
In-service training for bilingual education staff in vocational education concepts and objectives is needed.	0		0		0		0	

FINAL RESULTS OF DELPHI PROCEDURE BY STATE AND BY RESPONDENT CATEGORY: NEEDS

Needs Statement	S.C.				Tn.			
	Voc.		Migrant		Voc.		Migrant	
	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank
Appropriate guidance and counseling services are needed to assist students in career awareness and planning.	60	1	39	1	5	1	5	3
Developmental and remedial classes in basic math, reading and writing skills are needed to prepare migrant students to perform better in vocational education programs.	21	2	0		1	5	2	6
Teachers need specific techniques that assist migrant students in attaining a better self-image and having control over their own lives.	10	4	1	10	4	2	0	
A uniform and comprehensive curriculum, designed to provide continuity in vocational instruction for migrant students, needs to be developed for inter- & intrastate use.	14	3	18	2	2	4	3	5
Curriculum for migrant students needs to be tailored to meet the individual learning needs of each student.	3	8	0		0		1	7
There is a need for increased parent involvement/cooperation in the educational program for secondary migrant students.	1	11	3	5	0		0	
Migrant students should be trained in vocations that have openings for graduates, including vocational opportunities created by changing agricultural technology.	0		0		0		0	
Additional curriculum and vocational-type training designed to assist secondary age migrant students in developing life and/or survival skills are needed.	2		2	7	0		0	
A wider scope of vocational education including on-the-job training is needed in order to upgrade migrant students' skills to job-entry level.	0		5	4	0		0	
Instructional materials that do not require high level math/reading/verbal skills, such as audio-visual training aids, are needed for migrant vocational programs.	3	8	0		0		4	4
A curriculum, designed around short-range vocational goals, geared to migrant life experience and based on flexible non-reading entrance requirements, is needed.	3	8	0		0		14	2
Program accounting and planning paperwork requirements need to be reduced; e.g., semi-annual performance and financial reports, local project applications and amendments.	4	6	0		3	3	1	7
Additional up-to-date equipment, tools, and materials are required in order to provide vocational programs during the regular and extended day to migrant students.	0		0		0		0	
More flexible scheduling, such as minimum two-hour instructional block and "after hours" scheduling of vocational classes is needed.	0		0		0		16	1

FINAL RESULTS OF DELPHI PROCEDURE BY STATE AND BY RESPONDENT CATEGORY: NEEDS

Needs Statement	S.C.				Tn.			
	Voc.		Migrant		Voc.		Migrant	
	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank	Total Vote	Rank
Transportation for migrant students to and from the training site is needed.	0		0		0		0	
A uniform system, supplementing the Migrant Student Record Transfer System, which will furnish the most recent information on individual migrant student's vocational performance and achievement, particularly credits, is needed.	1	11	3	5	0		0	
Non-local funding of migrant education programs is needed.	0		2	7	0		0	
In-service training for vocational instructors such as knowledge of Spanish for effective communication and individualized instruction techniques is needed in order for instructors to meet the special needs of migrant students.	0		8	3	0		0	
Special educational programs are needed to deal with the varied and unpredictable work and life schedules of migrants.	0		0		0		0	
An attitude change is needed, such as better acceptance of migrant students by other students and teachers.	4	6	0		0		0	
Present voc-ed programs need to be expanded to include training the non-English speaking migrant to be fluent in everyday English.	0		2	7	0		0	
For planning purposes, educators need to become aware of the distance and time required for migrant students to complete their annual job cycle.	0		0		0		0	
To facilitate the eligibility certification process, school officials should be authorized to certify eligibility of migrant children.	0		1	10	0		0	
Special personnel, e.g., bilingual and special education teachers, voc. coordinators & tutors, are necessary for successfully meeting migrant students' needs.	5	5	0		0		0	
Alternative procedures need to be developed that enable voc. educators to identify & contact migrant youth, especially those over the compulsory age.	0		0		0		0	
More voc. facilities (sites) are needed to serve migrant students.	0		0		0		0	
More cooperation is needed from employers in providing jobs for migrants who graduate from vocational programs.	0		0		0		0	
Crew leaders should be recognized as surrogate guardians of school-age youth.	0		0		0		0	
Uniform definitions of a migrant student and service eligibility criteria are needed.	0		0		0		0	
Bilingual and non-English materials must be provided for some students to overcome language barriers.	0		0		0		0	
In-service training for bilingual education staff in vocational education concepts and objectives is needed.	0		0		0		0	

Suggested Strategies to Overcome Barriers

Given the list of barriers to the provision of effective vocational education to secondary migrant students, respondents offered a number of strategies that might be incorporated into a planning design aimed at overcoming the articulated barriers. These strategies were collected from both vocational and migrant educators. They are presented in the following summary grouped according to specific barrier. The suggested strategies were as follows.

Barrier #1

CONSTANT MOVEMENT OF STUDENTS FROM ONE LOCAL EDUCATION AGENCY (LEA) TO ANOTHER IS A BARRIER.

1. Situation can be improved by revising and improving upon present Migrant Student Record Transfer System (MSRTS) in the following ways:

   a) more comprehensive records (needs basic and vocational skills) need to be kept and forwarded;
   b) keep records of exactly what the student has and has not had;
   c) records of service skills learned, in both vocational education and in the supporting academic areas such as math and reading;
   d) include schedule, performance rating, and all skills;
   e) include IEP's for migrant students;
   f) improve MSRTS forms;
   g) make records available more quickly (for example, by phone);
   h) keep records in duplicate at all LEA's; forward one copy and keep the other copy because students usually return the following year;
   i) input from affected LEA's in the development of the record system;
   j) in-service training on use of MSRTS;
   k) required use of a standardized records system for all states and LEA's; include uniform forms and training in how to participate and use system;
   l) involve all school systems in system;
   m) a generally improved record system; and
   n) careful monitoring of migrant moves and plans to move.

2. Prepare IEP's for all migrant students in all school areas; include them in transfer records.

3. Provide for more uniform and comprehensive curriculum designed specifically to provide for continuity.

4. A centrally run correspondence set of courses that involves LEA's in providing support but not being responsible for content.

5. More consistency in programming at LEA level so courses are compatible.

6. Home school system should interview all parents and record travel plans. This LEA that will contact all affected LEA's relative to educational plans, courses and curriculi that would affect the migrant student.

7. Frequent communication and coordination between adjoining counties and/or all counties in each state.

8. State mandated coordination between LEA's.

9. Establish regional information banks with toll free WATTS lines to receive and distribute data.

10. Increase contact between LEA's, between SEA's and LEA's, and between SEA's.

11. Create at least one uniform interstate and intrastate vocational training program.

12. Assign an SEA person to coordinate records and contacts between LEA's and SEA's.

13. There is no viable solution; however, a vastly improved record system would help.

14. Small classes and individualized programs of instruction--one-to-one for short periods when possible.

15. Boarding schools for migrant students.

16. Parent education program.

Barrier #2

IRREGULAR SCHOOL ATTENDANCE, OFTEN ATTRIBUTED TO EMPLOYERS' NEEDS, IS A HANDICAP TO WORTHWHILE PARTICIPATION IN A VOCATIONAL PROGRAM.

1. Programs should be structured in a work-study arrangement that requires regular school attendance before working for an employer.

2. Urge employers to cooperate in all possible ways in order to encourage better school attendance. Operate a public relations campaign to "sell" employers on the program.

3. Hold classes at night.

4. Establish vocational training centers for use both by migrant adolescents and adults; operate the centers in the evening.

5. Eliminate penalties for missing school when there are valid reasons for the absences; there are times when students must miss school and work in the fields to survive.

6. Actively involve parents and guardians in the child's education.

7. Operate a public relations program that stresses involvement and attendance in the program throughout the entire community.

8. Competency-based vocational education would permit students to work individually, when their schedules permit.

9. Encourage student attendance; make students realize they are wanted; include home visits.

10. Enforce stiffer penalties for employers who work students who should be in school.

11. The employers should be fined severely if they are caught breaking child labor laws; school-age children should not work.

12. Adult wages must be sufficient to permit the child to take advantage of opportunities.

13. Utilize federal funds to give financial bonus at end of each school year for each day of attendance for each migrant child.

14. Sales campaign on worth of the program in terms of future earning power.

15. Initial home visits to parents of students who attend irregularly; this should be a "caring" rather than a "policing" type visit. Explain the relationship between school attendance in a vocational program and regular attendance on a job.

16. Be sure the student has clothes to wear and other related school essentials.

17. Create a positive attitude among teachers and students at school.

18. Provide stipends for students to come to school, if money alone is the reason they miss school to work in the fields.

19. Develop appropriate role models to encourage intrinsic motivation.

Barrier #3

IT IS DIFFICULT TO INCLUDE PARENTS IN THE EDUCATIONAL PROGRAM OF THE STUDENT DUE TO ITEMS SUCH AS THE LACK OF PARENTAL SUPPORT AND/OR LACK OF PARENTAL UNDERSTANDING OF THE EDUCATIONAL PROGRAM.

1. Hire full-time home-school liaison or parent-involvement persons. (Could serve as counselor.)

2. Create organized programs for parents; sometimes needs to involve stipend.

3. Provide opportunities for parents and employers to attend an Open House where students are actually demonstrating and/or explaining procedures to their parents. Preceding the event, each home should be contacted; students should be encouraged to urge parental attendance. Instructors should arrange good presentations including films, recordings, etc.

4. Provide educational orientation and awareness sessions for parents on an individual and/or small group basis in a convenient location immediately after students have been identified as eligible.

5. Use parent committees for input and support; provide real tasks and resources to perform necessary work.

6. Public relations effort to convince parents that they need to be involved; needs to be a sincere and concerted effort.

7. Involve parents in the educational process.

8. Involve parents in screening, assessment and program prescription.

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9. Improve rapport with parents through a home counseling program.
10. Regularly schedule home visits during "off-work" times.
11. More frequent and regular parent contact is needed; this must be persistent.
12. Home visitation by teachers, counselors and social workers is needed.
13. Let parents know that the program needs their help.
14. Provide funds for transportation and training of parents.
15. Realize that there are some unreachable parents; however, make good use of those who are reachable, both within the program and with other parents.
16. Provide self-actualization and self-acceptance training for parents.
17. Demonstrate in an on-the-job fashion, the relationship between vocational education and opportunities.
18. Assign parent contact to a specific person or group and provide a budget for establishing the contact.

Barrier #4

MANY VOCATIONAL PROGRAMS ARE NOT DESIGNED TO BE SHORT-TERM; THEREFORE, DUE TO HIGH MOBILITY THE MIGRANT STUDENT RECEIVES LITTLE OR NO TRANSFERRABLE CREDIT FOR THE WORK COMPLETED.

1. A uniform competency-based curriculum, broken into units, would provide opportunities to complete training and demonstrate competencies on a unit of the whole.
2. Use an open-entry/open-exit, modularized type of instruction.
3. Design short-term training modules of the mini-course variety.
4. Award credit to migrant students on a week-by-week basis.
5. Create uniform course offerings.
6. Design a credit transfer system, based on uniform offerings or skills.
7. Revamp curriculum into short-term units of a larger long-term curriculum. Assign sub-credits for sub-units.
8. Revamp curriculum to concentrate on intensive, short-term training.
9. Include all school work on MSRTS, including transfer credit.
10. Improve means of transferring earned credit; credit perhaps should be based on competencies. Information must be available as the student moves.
11. Establish short-range objectives with fixed point values toward satisfying the overall objectives of the project.
12. Lobby for a tax write-off for industries or businesses that help train the target group.

13. Offer short-term, generic and specific oriented vocational courses that may be parts of larger offerings.

14. Enlist aid of local business and industry on a part-time basis.

15. Utilize Competency Based Vocational Education (CBVE) and an improved transfer system.

Barrier #5

MIGRANT STUDENTS OFTEN LACK THE INTEREST AND MOTIVATION REQUIRED TO ACQUIRE BASIC VOCATIONAL SKILLS.

1. Plan programs and schedules around past experiences, projected needs and demonstrated interests.

2. Vocational education programs should simulate actual working environments.

3. Intensified group and individual counseling together with exposure to work situation would be motivational.

4. Training should include emphasis on importance of vocational education to their future.

5. Instructors should be provided with specialized in-service training that addresses skills and techniques necessary to motivate and encourage migrant students.

6. Well-qualified vocational counselors who are highly motivated are needed.

7. Specialized instruction-related materials and equipment could aid motivation.

Barrier #6

A LACK OF CONSISTENCY AND CONTINUITY IN VOCATIONAL TRAINING EXISTS WHEN STUDENTS MOVE FREQUENTLY.

1. Utilize SEA-hired instructors that move with the migrants.

2. Develop an individual needs assessment program, in which the results can easily be obtained by one LEA from another.

3. Use individualized instruction, geared to specific student needs that are frequently assessed.

4. Develop a program of uniform basics plus flexible credit for vocational skills.

5. Develop a uniform vocational curriculum, divided by skills into modules.

6. Develop basic job skills programs.

7. Establish a rapid communications system among states.

8. Study migrant travel plans; contact LEA's to be visited in order to establish copies of curriculi. From these, develop a program that would move with the migrant student.

9. Train migrants in vocational areas with which they may be familiar, such as agriculture.

Barrier #7

STUDENTS WHO QUALIFY AS "MIGRANT" ARE SCATTERED--ONE HERE, ONE THERE--USUALLY TOO FEW TO SET UP ANY KIND OF SPECIFIC PROGRAM.

1. Actively recruit and encourage participation of migrant students in all federal, state and local programs that can provide services, especially educational services.

2. Permit acceptance of poverty level students to fill vacancies in program.

3. Develop individualized materials and personalized programs that would either move with the student or coincide with the program offered in other areas throughout the stream.

Barrier #8

THERE IS EXTREME DIFFICULTY IN TRYING TO COORDINATE PROGRAMS BETWEEN SCHOOL SYSTEMS, STATES AND VARYING JOB MARKETS IN DIVERSE GEOGRAPHICAL SETTINGS.

1. A coordinated national curriculum, based on identified, universal skills, would help eliminate this situation.

2. A uniform, computerized system for tracing students, coordinating curriculums, and keeping track of employment demands and projections would help overcome this barrier.

3. Use a uniform regional curriculum so goals, programs and expectations would remain constant.

4. All systems should have the same course offerings.

5. Use a standardized scope and sequence for vocational program areas.

6. Utilize a universal standard for programs that involves code curriculum, (b) standard job skills, and (c) a common description of migrant student needs.

7. Develop standardized vocational programs for all students and include migrant students in such programs.

8. Unite programs and curriculi with particular job entry skills.

9. Concentrate on comprehensive and fairly uniform remedial instruction and career awareness in all programs.

Barrier #9

INADEQUATE FACILITIES (SITES/SPACE) ARE A BARRIER TO OPERATING A SUCCESSFUL VOCATIONAL PROGRAM FOR MIGRANT STUDENTS.

1. Consolidation of services within and across districts could make more facilities available.
2. Utilize community college and technical institute facilities for training.
3. Funds should be more adequate and made available to allow for new facilities and more modern equipment.

Barrier #10

CULTURAL AND SOCIOECONOMIC DIFFERENCES AND MISUNDERSTANDINGS LEAD TO INDIFFERENCES, POOR COMMUNITY ATTITUDES TOWARD EDUCATIONAL PROGRAMS AND A LACK OF CONCERN FOR THE FUTURE.

1. Provide extensive assessment programs in order to gear program to individual needs.
2. Must provide extensive orientation to migrant community about the advantage of vocational education.

Barrier #11

SUFFICIENT FUNDING IS NOT AVAILABLE TO EQUIP AND/OR OPERATE A PROPER VOCATIONAL PROGRAM, PARTICULARLY ONE PROVIDING BOTH CAREER AND VOCATIONAL EDUCATION.

1. Better define the role of migrant education, and those who should be/are involved in providing services to migrant students.
2. More flexible use of Title I and other federal monies.
3. Aim new programs and support services at career awareness for migrants.
4. Funds to purchase equipment that approximates the equipment and demands of actual jobs.
5. Provide intensive in-service training for instructors and guidance personnel relative to needs of migrants.
6. Allocations need to be earmarked specifically for hiring counseling personnel.
7. Greatly increase funding available for instructional programs.

Barrier #12

LACK OF TRAINED PERSONNEL WHO MIGHT DEVELOP APPROPRIATE VOCATIONAL CURRICULUM FOR MIGRANTS IS A BARRIER.

1. Provide workshops and in-service training, especially for teachers and guidance personnel.
2. Provide opportunities for visits to migrant camps in order for staff to observe first hand what goes on in migrant camps. This is especially important for guidance and counseling personnel.
3. Intensive recruiting, especially in affirmative action directions (among the target populations) would help overcome this problem.
4. Offer salaries conducive to filling positions with qualified personnel.
5. Train program personnel in techniques aimed at improving self-image.
6. Provide more one-to-one tutoring skills for program staff.

Barrier #13

PREJUDICE AND/OR HOSTILE FEELINGS OFTEN CAUSE EDUCATORS TO OPPOSE PROGRAMS FOR SECONDARY MIGRANT STUDENTS.

Hire individuals from target populations to work in programs.

Barrier #14

MANY SECONDARY VOCATIONAL PROGRAMS ARE NOT DESIGNED WITH THE FLEXIBILITY TO PROVIDE BOTH VOCATIONAL SKILLS AND LIFE SKILLS.

Provide one-to-one instruction, together with screening, assessment, and materials development.

Barrier #15

LACK OF TRANSPORTATION TO AND FROM THE TRAINING FACILITY OFTEN PREVENTS SECONDARY MIGRANT STUDENTS FROM ENROLLING IN A VOCATIONAL PROGRAM.

1. Policy to relieve LEA's of liability for transportation.
2. SEA carry insurance so teachers can transport students in cars.

Barrier #16

SCHEDULING DIFFICULTIES, SUCH AS THE INABILITY TO PROVIDE EVENING PROGRAMS, ARE CREATED BY THE DISTANCE BETWEEN VOCATIONAL FACILITIES AND MIGRANT CAMPS.

One-to-one tutoring.

Barrier #17

IT IS DIFFICULT TO COORDINATE THE EFFORTS OF STAFF FROM DIFFERENT AREAS ON A JOINT OBJECTIVE LIKE MIGRANT VOCATIONAL EDUCATION.

Barrier #18

MOST MIGRANT STUDENTS HAVE LIMITED PRE-VOCATIONAL AND/OR CAREER EXPLORATION EXPERIENCE.

Include pre-vocational career awareness and skills as part of the vocational program.

Barrier #19

FINDING EMPLOYERS TO COOPERATE IN ON-THE-JOB TRAINING PROGRAMS AND/OR WILLING TO OFFER PERMANENT EMPLOYMENT TO MIGRANT STUDENTS IS DIFFICULT.

Barrier #20

THE TIME REQUIREMENT FOR TRANSFERRING STUDENT RECORDS FROM SCHOOL TO SCHOOL RESTRICTS EFFECTIVE PLANNING FOR THESE STUDENTS.

1. More information recorded on MSRTS.
2. Involve vocational skills information on MSRTS.
3. Improve MSRTS forms to include applicable areas.
4. Provide in-service training on the use of MSRTS.
5. Complete and forward forms promptly.
6. Follow student to next LEA to insure arrival and records.
7. See #1, the barriers of "constant movement of students."

Barrier #21

POLICY PROBLEMS PREVENT DEVELOPMENT OF CLEAR GUIDELINES OF RESPONSIBILITIES AT LEA, COUNTY, REGION AND STATE LEVELS.

1. A clear, consistent, uniform policy should be created and promulgated throughout the country. This policy would incorporate the thinking, role, and responsibilities of all involved agencies.
2. A national task force of grass roots and agency persons should be used to study the problem and recommend solutions.

Barrier #22

THERE IS A COMMUNICATION PROBLEM WHEN MANY STUDENTS SPEAK ENGLISH AS A SECOND LANGUAGE WHILE PROGRAM STAFF DOES NOT HAVE COMPLEMENTARY SECOND LANGUAGE CAPABILITIES.

Barrier #23

LACK OF MATERIALS PREVENTS SUCCESSFUL PROGRAM OPERATION.

Barrier #24

PROGRAM INTAKE PROCEDURES, SUCH AS SCREENING TESTS WHICH INVOLVE READING, CREATE ENROLLMENT DIFFICULTIES FOR MIGRANT STUDENTS.

Barrier #25

LACK OF EQUIPMENT IS A BARRIER TO PROVIDING SUCCESSFUL PROGRAMS.

1. Use migrant funds to assist in purchase of equipment; permit all students to use equipment. Reserve all materials for migrant use.
2. Suit equipment to needs of migrant students and the employment community.

Barrier #26

LACK OF MULTILINGUAL STAFF IS A BARRIER TO PROVIDING EFFECTIVE PROGRAMS.

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